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ABSTRACT

This guide for the Integrated Kindergarten Program in the Fairfax County (Virginia) Public Schools presents the instructional kindergarten program in three strands. The first strand, integrated language arts, contains ten units that encompass social studies, environmental science, art, language arts, and health. This strand also contains computer literacy objectives, lessons to serve potentially gifted children, and optional home projects to involve parents and caretakers. The second strand, mathematics/science, incorporates a manipulative approach and includes activities in six instructional units: (1) free exploration, (2) sorting and classifying, (3) number concepts, (4) patterns, (5) comparing, and (6) number experiments. The third strand, music/movement, provides active learning experiences in music and physical education. All three instructional strands focus on the child's development. The curriculum also provides for a variety of learning centers to extend basic activities and to provide for small group and individual learning. (PCB)

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Sampler

Integrated Kindergarten Program

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FAIRFAX COUNTY PUBLIC SCHOOLS

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SAMPLER

INTEGRATED KINDERGARTEN PROGRAM

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OVERVIEW OF THE INTEGRATED KINDERGARTEN PROGRAM

In response to concerns expressed by teachers and principals, the Fairfax County Public Schools has taken as a major project the task of pulling together the curriculum into a sound, manageable instructional program. This project involved teachers, principals, and curriculum specialists in the process of identifying the instructional needs of young children and the curriculum content and learning processes that would best address these needs. It resulted in a new curriculum for kindergarten that incorporates the entire instructional program into three integrated strands. The three strands of the Integrated Kindergarten Program are: **integrated language arts**, **mathematics/science**, and **music/movement**.

- **INTEGRATED LANGUAGE ARTS STRAND**

  The integrated language arts strand contains ten fully developed integrated units that provide teachers with learning experiences that combine all the content and objectives prescribed by the Fairfax County Program of Studies and the Virginia Standards of Learning. Synthesized objectives from language arts, social studies, environmental science, art, and health are addressed for a year's program. The unit topics selected for the Integrated Language Arts Guide for Kindergarten were those commonly used by teachers: **Names and Addresses, All About Me, Working Together, Families, Foods, Senses, Weather/Seasons, Mapping, Plants**, and **Animals**. The processes of oral language development, listening, reading, and writing permeate the suggested learning experiences throughout the activity-based units. The process-oriented objectives and techniques of the language arts curriculum are infused throughout the units created to teach content from other subject areas. The processes were drawn from current research on language development, which is summarized in "Becoming a Nation of Readers" (Commission on Reading 1985). The units draw heavily on activities commonly used by teachers. In addition, this strand incorporates computer literacy objectives and response lessons to serve potentially gifted children. Optional home projects are included to inform and involve parents and caretakers. Teacher flexibility and adaptation in the use of the guide is encouraged. Teachers may choose to implement the guide in any of the following ways: a particular unit is chosen to provide the instructional focus for a given time period while specific learning experiences from other units are used to maximize children's emerging interests or needs; a unit is taught in its entirety before another is chosen; the units are not used at all--requiring that objectives be met in other ways. The integrated units, if used, allow for teacher ingenuity, creativity, and innovation. There is the assurance that all required objectives and unit goals are met when children are involved in the learning experiences.

- **MATHEMATICS/SCIENCE STRAND**

  This strand provides learning experiences to meet mathematics and physical science objectives in six instructional units: **free exploration, sorting and classifying, number concepts, patterns, comparing,** and **number experiments.** A manipulative approach to learning is incorporated in the units as children develop concepts of patterning, sorting, classifying, comparing, and conservation. Through free and guided exploration with manipulative materials (e.g., unifix cubes, pattern blocks, geoboards) children develop skills with numbers--numerousness, counting, and operations. Activities in this manipulative-based strand are structured to encourage the development of mathematical language, problem solving, and scientific inquiry. Challenging enrichment activities and response lessons for the gifted are incorporated in the units. Children are active participants in large- and small-group instruction, reinforcement activities, and learning centers which encourage a "hands-on" approach to learning. Each teacher's classroom is equipped with manipulative materials, tubs to hold the materials, a wooden storage unit, a file box, six unit guides, and resource material packets to support the units.

- **MUSIC/MOVEMENT STRAND**

  The music/movement strand combines content and objectives to provide active learning experiences in music and physical education. A developmentally appropriate, experiential learning environment is provided in this strand. The joy and spontaneity of children's movement and their desire to make music is very natural. Learning activities in music are provided for the development of skills in singing, playing instruments, listening, rhythm and movement, improvisations, and creative expression. Experiential movement activities are provided for the acquisition of developmental skills in locomotion, body awareness and control, directionality, creative movement, fitness, balance, and movement patterns. Small group or individual learning center activities help develop perceptual-motor ability. Teachers have the flexibility to choose and schedule activities from the monthly units that meet the needs of their children.

All three instructional strands focus on the child's development: socio-emotional, physical, and intellectual. The learning experiences accommodate various learning modalities such as visual, auditory, tactile/kinesthetic. They provide opportunities for children to develop concepts, communicate orally, interact with others, solve problems, think critically, inquire, observe, explore, discover, and create.

The Integrated Kindergarten Program provides a variety of learning centers for the extension of basic activities and for small-group and individualized instruction and/or reinforcement. These centers include block play, art, mathematics/science, listening, dramatic play, perceptual-motor, library, computer, reading and writing.

Teachers are provided with ongoing support. Letters are provided in the units to inform parents and caretakers of the instructional program. Parent education materials include video presentations. Newsletters give program information and offer opportunities for teacher sharing and professional growth.

Children enter school with different skills and levels of development and learn at varying rates. A child's readiness for specific areas of instruction is evaluated by the teacher throughout the year with the use of formal and informal assessments. The draft of the revised Kindergarten Assessment Package which is used to assess children's skill development is presently being field tested in eight schools for teacher feedback pertaining to its design and use. A checklist/report card committee is developing a kindergarten checklist and report card that is reflective of the integrated curriculum.

An explanation for the curriculum project's success may be found in the following summarization. The project:

- was responsive to the concerns of teachers.
- was flexible and provided for teacher initiative.
- was conceptually sound and based on research and experience.
- was practical in that it was created, tested, and revised by teachers.
- provided a comprehensive staff development plan that involved teachers in strategy training, classroom observations, sharing discussions, and practice with all the components.
- provided teachers with lesson materials, manipulatives, furniture, equipment, and techniques for managing instruction.
- provided ongoing support to teachers through newletters, staff visits, inservice training sessions, and parent education programs.

(Key statements describe the philosophy underlying the Integrated Kindergarten Program.)

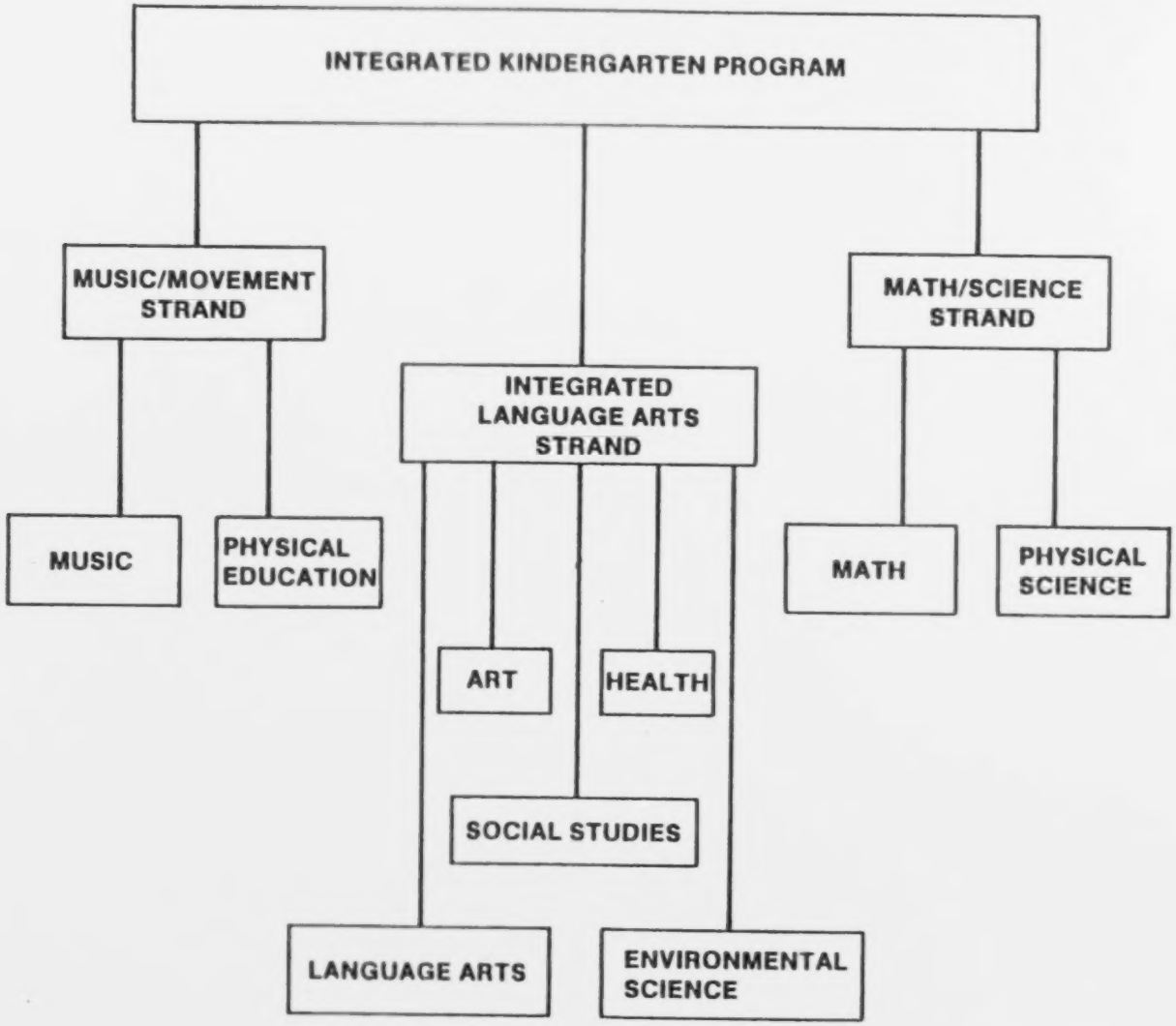
PHILOSOPHY OF EARLY CHILDHOOD EDUCATION

In Fairfax County Public Schools, we believe in providing an education that is characterized by the following:

- Helps children to view themselves as persons of worth with capabilities
- Is adaptable to each child's needs, interests, and levels of development
- Integrates skills and concepts from separate disciplines into learning activities that are interesting and meaningful to children
- Promotes children's social, emotional, physical, and intellectual growth through language development, play, body movement, art, and music
- Incorporates active learning through body movement activities, manipulation of learning materials, and interaction with others
- Promotes independence and responsibility as children make choices and solve problems in self-directed and exploratory activities
- Focuses on language development as the basis for writing, reading, and thinking
- Involves children in activities that require use of critical thinking and problem-solving skills
- Promotes an appreciation of the similarities and differences among people
- Encourages a love of learning

DIAGRAM OF THE INTEGRATED KINDERGARTEN PROGRAM

The following diagram gives an overview of how the Integrated Kindergarten Program is organized.



The 1985-1987 staff development schedules for kindergarten and special education teachers of young children follow.

STAFF DEVELOPMENT PLAN FOR THE INTEGRATED KINDERGARTEN PROGRAM WORKSHOPS

1985-1986

August 21, 1985 1/2 day (8:30-12:00) Robinson	Countywide Inservice Training Session - Overview of Integrated Kindergarten Program-Math/Science Workshops on Free Exploration and Patterns
October 1, 1985 Newington Forest Elementary School	Meeting with Field Test Teachers for Language Arts Strand
October 8, 1985 Area I: Area I Office **October 22, 1985** Area II: Lacey Center **October 15, 1985** Area III: Kilmer Intermediate School **October 29, 1985** Area IV: Fairfax High School	Workshops for All Teachers - Foundations of Language Arts - Math/Science Workshop on Counting and Writing Numbers - Movement Education Workshop - Sharing Session
November 14, 1985 Area I: Area Office **November 19, 1985** Area II: Lacey Center **November 21, 1985** Area III: Kilmer Intermediate School **November 26, 1985** Area IV: Fairfax High School	Workshops for All Teachers - Foundations of Language Arts - Math/Science Workshop on Sorting and Classifying - Movement Education Workshop - Sharing Session
December 3, 1985 Camelot Elementary School	Meeting with Field Test Teachers for Language Arts Strand
January 27, 1986 1/2 day (8:30-12:00) Robinson	Countywide Inservice Training Session - Speaker - Session for Principals - Math/Science Workshop on Comparing
February 26, 1986 Devonshire Center	Meeting with Field Test Teachers for Language Arts Strand - a.m. with DSSSE on K-2 Gifted/Talented program, K-1 assessment - p.m. with DIS on Language Arts Strand
March 4, 1986 Area I: Area Office **March 6, 1986** Area II: Lacey Center **March 11, 1986** Area III: Kilmer Intermediate School **March 13, 1986** Area IV: Fairfax High School	Workshops for All Teachers - Foundations of Language Arts - Math/Science Workshop on Number Experiments - Movement Education and Music Review - Sharing Session
April 15, 1986 1/2 day (8:30-12:00)	School-based meetings with Field Test Teachers for Language Arts Strand, to include Principals and 1st Grade Teachers

STAFF DEVELOPMENT WORKSHOPS FOR THE INTEGRATED LANGUAGE ARTS STRAND

1986-1987

August 27, 1986 — **Countywide Inservice Session**

1/2 day (8:00 - 12:00)
Robinson Secondary

- Overview of the Integrated Language Arts Strand
- Distribution of the Integrated Language Arts Guide for Kindergarten

* * * * * * * * * * * * * * * *

CYCLE I

October 16, 1986
1/2 day (8:00 - 11:00 or 1:00 - 4:00)
Area III: Herndon Elementary

October 21, 1986
1/2 day (8:00 - 11:00 or 1:00 - 4:00)
Area IV: Kings Park Elementary

October 23, 1986
1/2 day (8:00 - 11:00 or 1:00 - 4:00)
Area I: Newington Forest Elementary

October 28, 1986
1/2 day (8:00 - 11:00 or 1:00 - 4:00)
Area II: Glen Forest Elementary

Language Arts Strategies Workshop #1
- All Cycle I Teachers
  - Integrating Oral Language and Writing

November 18, 1986
1/2 day (8:00 - 11:00 or 1:00 - 4:00)
Area IV: Cardinal Forest Elementary

November 20, 1986
1/2 day (8:00 - 11:00 or 1:00 - 4:00)
Area III: Floris Elementary

December 2, 1986
1/2 day (8:00 - 11:00 or 1:00 - 4:00)
Area I: Lynbrook Elementary

December 4, 1986
1/2 day (8:00 - 11:00 or 1:00 - 4:00)
Area II: Oakton Elementary

Language Arts Strategies Workshop #2
- All Cycle I Teachers
  - Integrating Oral Language and Reading

January 13, 1987
1/2 day (8:00 - 11:00 or 1:00 - 4:00)
Areas I and IV: Lee High School

January 15, 1987
1/2 day (8:00 - 11:00 or 1:00 - 4:00)
Areas II and III: Marshall High School

Language Arts Strategies Workshop #3
- All Cycle I Teachers
  - Classroom Management

CYCLE II

February 10, 1987
1/2 day (8:00 - 11:00 or 1:00 - 4:00)
Area I: Hollin Meadows Elementary

February 12, 1987
1/2 day (8:00 - 11:00 or 1:00 - 4:00)
Area IV: Cardinal Forest Elementary

February 17, 1987
1/2 day (8:00 - 11:00 or 1:00 - 4:00)
Area II: Glen Forest Elementary

February 19, 1987
1/2 day (8:00 - 11:00 or 1:00 - 4:00)
Area III: Forest Edge Elementary

Language Arts Strategies Workshop #1
- All Cycle II Teachers
  - Integrating Oral Language and Writing

March 5, 1987
1/2 day (8:00 - 11:00 or 1:00 - 4:00)
Area III: Hutchison Elementary

March 10, 1987
1/2 day (8:00 - 11:00 or 1:00 - 4:00)
Area I: Franconia Elementary

March 12, 1987
1/2 day (8:00 - 11:00 or 1:00 - 4:00)
Area II: Oakton Elementary

March 17, 1987
1/2 day (8:00 - 11:00 or 1:00 - 4:00)
Area IV: Kings Park Elementary

Language Arts Strategies Workshop #2
- All Cycle II Teachers
  - Integrating Oral Language and Reading

May 19, 1987
1/2 day (8:00 - 11:00 or 1:00 - 4:00)
Areas I and IV: Lee High School

May 21, 1987
1/2 day (8:00 - 11:00 or 1:00- 4:00)
Areas II and III: Marshall High School

Language Arts Strategies Workshop #3
- All Cycle II Teachers
  - Classroom Management

STAFF DEVELOPMENT PLAN FOR KINDERGARTEN AND DESIGNATED SPECIAL EDUCATION TEACHERS NEW TO THE KINDERGARTEN PROGRAM

1986-1987

DATE/TIME/PLACE	TOPIC(S)
October 7, 1986 8:00 - 11:00 DIS - Lacey Center	**Mathematics/Science Strand** - Free Exploration - Sorting and Classifying **Music/Movement Strand** - Orientation Session
November 5, 1986 1:00 - 4:00 DIS - Lacey Center	**Mathematics/Science Strand** - Number Concepts - Patterns
February 4, 1987 8:00 - 11:00 DIS - Lacey Center	**Mathematics/Science Strand** - Comparing - Number Experiments

INTEGRATED LANGUAGE ARTS STRAND

Integrated Language Arts Guide

for Kindergarten

FAIRFAX COUNTY PUBLIC SCHOOLS

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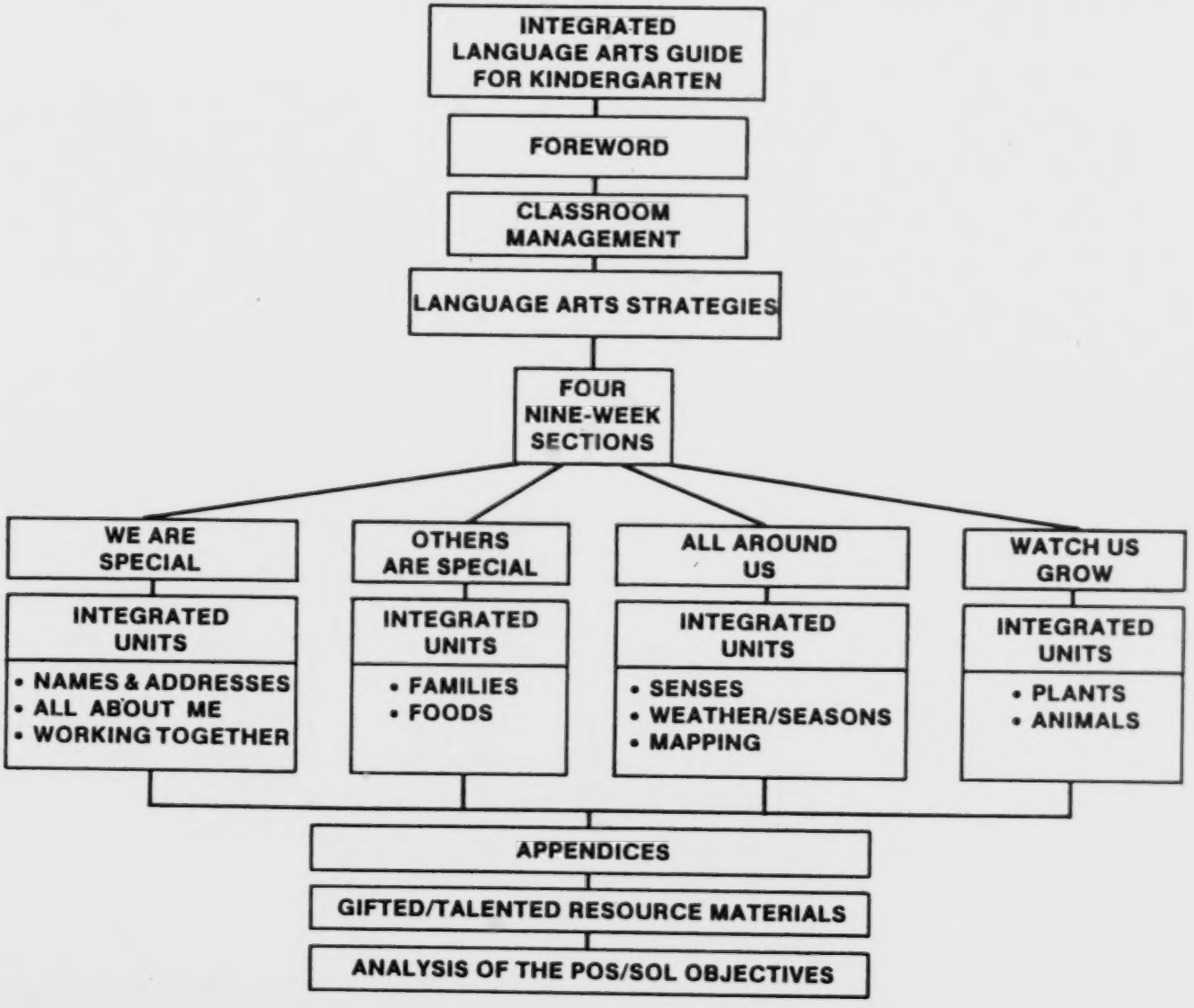
ORGANIZATIONAL DIAGRAM

The following diagram gives an overview of how the Integrated Language Arts Guide for Kindergarten is organized.



(The Child and the Program section includes research into the child's socio-emotional, psycho-motor, and intellectual development. Ways in which the program correlates with this research are given.)

Socio-Emotional Development

RESEARCH ON KINDERGARTEN-AGE CHILDREN	PROGRAM
• A child's self-concept influences his or her accomplishments to a greater extent than I.Q. (Wattenburg and Clifford, 1964; Frost, 1968). Successful home and school experiences are the primary influences in developing a positive self-concept (Coopersmith, 1967; Purkey, 1970).	• Activities are designed to allow each child to experience success. The classroom atmosphere encourages and promotes the acceptance and appreciation of individual uniqueness.
• Self-esteem grows in an environment which allows children to make decisions and which is accepting of mistakes (Carlton and Moore, 1966, 1968; Moustakas, 1966; Birney, Burdick, and Teevan, 1969).	• Classroom activities encourage individual and group creative problem solving and decision making. The classroom atmosphere recognizes that mistakes are an integral part of learning.
• Learning to interact with others is one of the most important tasks for kindergarten-age children (Wann, 1962; Leeper, 1975).	• Opportunities for work in pairs and small groups are provided through learning center activities, role playing, drawing and writing conferences, movement activities, and dramatic play. Teachers model and consistently apply mutually agreed-upon classroom rules.
• Children progress from individual to parallel to cooperative play; through play, children experiment with behaviors and feelings, and synthesize and internalize their developing knowledge of the world (Frand, 1957; Erikson, 1963; Scarfe, 1966; Armaud, 1971; Athey, 1974; Lindberg and Sweedlow, 1976; Forman, 1977; Smart and Smart, 1977).	• Play is promoted through planned activities that encourage exploration and discovery.

(The Classroom Management section gives suggestions for the use of time, space, and materials.)

CLASSROOM MANAGEMENT

The use and organization of time, space, and materials in the kindergarten classroom support the achievement of diverse educational outcomes in all areas of the child's development--social, emotional, physical, and intellectual.

A well balanced program:

- Includes time for both quiet and active experiences
- Provides opportunities for child-selected as well as teacher-selected activities
- Allows for individual, as well as small- and large-group activities
- Allows for flexibility so that children may stay with activities which interest them

The teacher:

- Plans and conducts learning experiences which continually broaden and deepen children's insights and understandings
- Organizes the classroom into areas (learning centers) that allow small group and individual learning to take place
- Provides opportunities for children to plan their time and have some choice in activities
- Collaborates with children as they participate in and practice new learning
- Labels and stores materials in locations where children can use and return materials independently; thus enabling children to develop responsibility and organizational skills

Following is a list of learning centers and experiences that are a part of kindergarten classrooms. The arrangement of space and choice of materials are essential to create a language-rich environment in which children interact with one another and with the materials. This arrangement changes as educational needs dictate. It is through learning centers that much of the young child's learning is gained and applied.

(Blocks, art, dramatic play, computer, reading, and writing centers are included in the Learning Centers section.)

Block Center

COALS: The Block Center provides opportunities for rich oral language, discovery, experimentation, mutual problem solving, and the development of respect for the work of others. As children explore and create with the blocks, they develop the concepts of balance and gravity, explore spatial and fractional relationships, and begin to lay the foundation for mapping skills.

Children go through general stages of block building: repetition (towers and rows), bridging (block spans a space), enclosing (walls), patterns (balanced and decorative patterns leading to elaborate patterns), representations (symbols of actual structures that children can name). Dramatic play using blocks increases as children utilize other materials to elaborate structures.

SUGGESTED MATERIALS

- A large set of unit blocks of various sizes and shapes in which the rectangular blocks are mathematically related (based on multiples of 2" x 4" dimensions)
- Larger (hollow) wooden blocks if space allows
- Table top size-related blocks, such as Legos
- Other props for dramatic play, such as water and land vehicles, houses, trees, people, and animals
- Wood construction set which includes wooden pieces with holes that allow construction using nuts, bolts, washers, pliers, and wrenches

SUGGESTED LEARNING EXPERIENCES

- Encourage free building
- Engage in mutual problem solving
- Use oral language to share, describe, and question
- Make simple maps
- Create a variety of structures
- Show recognition and appreciation for the construction of others
- Demonstrate effective group behavior by cooperative play
- Make patterns and experiment with balance and symmetry
- Sort into matching sizes and shapes when cleaning and putting away blocks
- Use block structures for dramatic play and off-line computer literary activities

Suggested Timeline
for the Integrated Kindergarten Program

September	October	November	December	January	February	March	April	May/June
Assessment		.....			.....		.....	
*We Are Special Names and Addresses All About Me Working Together		*Others Are Special Families Foods			*All Around Us Senses Weather/Seasons Mapping		*Watch Us Grow Plants Animals	
Music/ Movement	Music/ Movement	Music/ Movement	Music/ Movement	Music/ Movement	Music/ Movement	Music/ Movement	Music/ Movement	Music/ Movement
Free Exploration	Sorting and Classifying	Number Concepts		Patterns	Comparing	Number Experiments		

*The units in the Integrated Language Arts Guide for Kindergarten are interchangeable throughout the year.

- A particular unit may be chosen to provide the instructional focus for a given time period. For example, in September and October, learning experiences from the units "Names and Addresses," "All About Me," and "Working Together" may provide instructional focus.

- Learning experiences from other units may also be implemented at the same time. For example, in September and October, cooking activities from the "Foods" unit and weather activities from the "Weather/Seasons" unit may be included when appropriate.

- At any given time, learning experiences from any of the ten units may be used to encourage children's emerging interests, meet their immediate needs, and expand upon the "teachable moment." For example, if a child brings in a cricket in September, learning experiences from the "Animals" unit would be appropriate.

LANGUAGE ARTS STRATEGIES

KINDERGARTEN LANGUAGE ARTS

LANGUAGE ARTS STRATEGIES

INTRODUCTION

Language is the basis for all communication, both written and spoken. Language is also the basis for learning in all subject areas. Schooling, we know, is concerned with developing communication abilities and guiding children as they increase their knowledge. It follows logically, therefore, that success in subsequent schooling is based to a substantial degree on the development of language abilities in the initial years of schooling. Hence, the importance of language development, especially during kindergarten, cannot be overestimated.

For many years, educators have labored under the assumption that youngsters beginning kindergarten arrived with relatively little knowledge of how language works. Our task as educators was to work with the "clean slate" mind to develop the full potential of the individual child. During the last ten years, there has been renewed interest in learning more about the workings of a young child's mind. We know a great deal more now about helping children as they strive to reach their potential.

The purposes of this section of the Integrated Language Arts Guide are to share the findings of recent research into effective learning strategies for young children, to identify key experiences that are at the center of language learning for these children, and to recommend teaching strategies that have been successful in guiding children as they develop their oral and written language.

ORAL LANGUAGE IN KINDERGARTEN

OVERVIEW

We read, speak, listen, and write LANGUAGE. We must be concerned with developing reading and writing abilities with written language. We must also be concerned with developing the listening and speaking abilities of oral language. There is strong evidence to suggest that **reading and writing success are dependent upon well developed oral language ability!**

From the moment of birth a child is immersed in a world of language. As the child struggles to communicate, he or she works to make sense of that world and the sounds of speech. Parents, older siblings, and various other significant individuals in the child's world model that speech, coach the child, and enthusiastically reward even the slightest sign of improvement. As a result, by the time the child reaches school age he or she has become fairly adept at using oral language to accomplish the daily requirements of living. From the first day of school, the general assumption shared by those in the child's home environment, the teacher, and the child is that the child is also equipped to use oral language to accomplish the daily requirements of learning. To be effective, efficient, and successful learners, children must be able to use oral language to:

- Request, argue, and persuade
- Convince others to perform a task or to work together in a group
- Interact with people in a work and play environment
- Express personal feelings
- Investigate, ask questions, and figure things out
- Report facts, synthesize material, make inferences, and draw conclusions

However, children may not have opportunities in their preschool experiences to use language in all of these ways. In other words, a child may be reasonably adept at using language to communicate for some purposes, but there are other purposes for which that same child may have great difficulty unless given guidance. To be successful readers and writers and to be successful in subsequent years of schooling, children must develop all of the oral language abilities outlined above.

Kindergartners need to observe their teachers and other adults using language to accomplish tasks that require all of the listed oral language abilities. More importantly, the children need opportunities to experiment using their own oral language to accomplish similar tasks.

Acquiring oral language abilities is not a matter of learning a succession of points or ideas; it is a learning process that requires exposure to several factors. For example, children must:

- Observe their teacher (as well as other adults in the classroom) modeling use of oral language abilities to solve problems that are meaningful and purposeful
- Work with adults who expect that children are capable of developing their oral language abilities
- Have frequent opportunities to demonstrate their oral language abilities in situations that are meaningful and purposeful
- Receive feedback on their attempts to use their oral language abilities to accomplish tasks

The tasks that children work at to develop their oral language abilities ought not to be additional classroom tasks! Instead, activities that develop all of the planned objectives of the kindergarten curriculum can be approached with the idea of simultaneously developing oral language abilities. In this way, integration of curriculum can be accomplished.

(A SAMPLE ORAL LANGUAGE STRATEGY)

GROUP REPORTING

Group reporting gives children a chance to use their oral language abilities as they expand their thinking about any activity or subject of study in the classroom. Children might report to others in the class about a specific classroom activity in which they have participated during the day. They might also summarize or review center activities.

Basic Steps for the Teacher

- Plan a variety of ways for children to gain experience reporting within groups of various sizes in the classroom.
- Encourage reporting by first having children draw/write about something. This might help a reluctant child to talk more easily.
- Suggest to children that they help each other explain and report if someone is reluctant to report alone.
- Model questions and encourage children to question each other. For example:
  - What else can you tell us about this building you have constructed? Did you visit this building?
  - What did you play with your friend?
  - Your picture shows the zoo. Which zoo animals are your favorites?

Examples

- Schedule small-group sharing in two or three centers each day. Be certain that all children have interaction of this kind every few days, at a minimum.
- After the whole class has done something together, encourage a small group of children to report at circle time. Topics might include:
  - Field trip
  - School assembly
  - Class visitor
- As a small group of children are working or finishing in a center, ask them to report by:
  - Talking about buildings constructed in the Block Center
  - Showing projects and/or pictures in Art or the Painting Center
  - Re-enacting events in the Dramatic Play Center
  - Writing a story in the Writing Center and talking about it with a small group

THE WRITING PROCESS IN KINDERGARTEN

OVERVIEW

Very young children learn to communicate their ideas, feelings, and discoveries through language. At an early age, they practice oral language in natural, meaningful situations and are rewarded by enthusiastic responses from parents and other adults. Writing is learned in much the same way--as a natural outgrowth of language and a desire to communicate. In kindergarten classrooms where children's ideas are valued, and children are allowed the freedom to express themselves through drawings, use invented spellings, and write without undue concern for the mechanics of writing, children will be excited about writing and growth will occur.

It is important to help kindergarten children understand and use a writing process--one in which they talk about their ideas; decide what they want to say; draw or paint pictures about their ideas; experiment with marks, letters, and words; and have frequent opportunities to share their ideas throughout the process. Daily experiences using this writing process are essential.

Writing is one of the most powerful ways to build reading skills in kindergarten. As children use and add to their knowledge about letters and sounds to record information about their drawings and read their own stories to an audience of peers and adults, they begin to understand what reading is all about. Listening to stories and involvement with shared reading provide our youngest students with models they can use for writing.

The recursive writing process of prewriting/planning, drafting, revising, and sharing described in the Fairfax County Public Schools Elementary Writing Guide is simplified and modified in this guide for kindergarten children. With very young children, these steps often appear to happen simultaneously over a very short period of time. For example, children may tell about an experience or idea, draw a picture about it, add some letters or words, and read or share it with a group during one center period.

STEPS IN THE PROCESS

PREWRITING/PLANNING activities help children understand that ideas, experiences, interests, and knowledge they already have provide the topics for their talk, discussion, drawing, and writing.

DRAFTING activities provide children with the time to draw or paint pictures (which may at first comprise the entire message) and to add marks, letters, words, or phrases to their illustrations.

REVISING activities allow children opportunities to share their pictures and writing with each other, and provide time for the teacher and other children to interact with the authors by asking questions and making positive comments.

SHARING activities occur naturally for young children throughout the writing process. As they share ideas, illustrations, messages, and additional ideas with peers and adults, children begin to develop a sense of audience and purpose for writing. The occasional publishing of children's early writing attempts helps them sense the value of writing, produces reading material from their own language, and motivates them to write more.

(A SAMPLE WRITING STRATEGY)

WRITING ABOUT PERSONAL EXPERIENCES

Young children, like all writers, write best about things they know. That is why it is imperative that children choose their own topics from the experiences, interests, and knowledge with which they come to school. Once children understand that the best ideas for writing are those which reflect what is happening in their lives, they will have little trouble in thinking of topics to write about.

Basic Steps for the Teacher

- Explain to children that in kindergarten they will be doing a lot of writing and choosing what they want to write about.
- Tell children you will be writing too, and that you might choose to write about your family, a trip, a favorite childhood memory, etc.
- Ask children to draw a picture about something of interest to them and to write about it.
- Explain that they are to use what they know about sounds and letters to spell the words they want to use. Talk with children about their ideas but do not spell words for them.
- Reassure children that it is very acceptable if they just draw a picture and attempt to write their names.
- While children are drawing and writing, circulate among them, make comments, and ask questions to help them with their ideas.

- Provide a time for children to read their messages to each other.

- Have children place their writing in folders to be kept in a permanent place in the classroom.

Applying and Extending

- Repeat this procedure on a regular basis.
- Encourage children to use school and classroom experiences for writing.
- Use experiences that children have shared for writing and discussion.

Note: If children's writing is undecipherable and it is doubtful that they will be able to recall their messages, write the messages on the back of the paper.

Example

MANHAFA/KT

Me and Mom are flying a kite

OVERVIEW

READING PROCESS IN KINDERGARTEN

Children begin school with a good command of the language they use to communicate with those at home. They also begin school with a tremendous enthusiasm for learning. Kindergarten teachers are in a unique position to capitalize on the language the children know, their enthusiasm, and their energy to help them learn to read and learn to enjoy reading.

To help children become readers, we should take cues from the way children learn to communicate orally because the learning process used then is similar to the process used to learn to read. When we do this, we realize:

- Children should be immersed in printed language in the classroom. This means children should see words being used in all possible ways: signs, chalkboard messages and notes, collaborative experience charts, and books, books everywhere!

- Children should observe language being read. This means listening to and watching as the teacher models reading aloud several times per day.

- Children should have opportunities to read, not just material the teacher selects, but material they themselves have chosen. Beginning readers become efficient readers only if they attempt reading frequently and read for a specific purpose, that is, to get information that they view necessary or important, or interesting, or simply enjoyable.

Reading, just as writing, can be considered a recursive process. Parallels can be drawn between the steps in the writing process and those in the reading process:

STEPS IN THE PROCESS

PREREADING/PLANNING activities help children become ready to interact with the ideas they will encounter in reading. It is important for the children to learn to plan or anticipate before reading because we now know that the mature reader/learner uses what they already know to build new knowledge. During this planning time, the children should talk, draw, paint, retell or act out what they already know about a topic or story.

READING (DRAFTING and REVISING in the Writing Process) activities provide children the time to use what they know about printed symbols (both pictures and letters or words) to understand the message. While reading, the children should learn to compare their expectations for the reading with their perceptions of what they have read. When they do this, their thoughts will become clarified and new learning about the topic will occur. Again, much of the work of understanding the message will occur as children share their ideas and talk with others about their perceptions; oral language experiences are of great importance for understanding or comprehending what we read.

SHARING activities encourage children to think about what they have read and share their excitement about what they have read. Successful sharing experiences motivate the children to seek new reading experiences.

(A SAMPLE READING STRATEGY)

READ WITH ME!

A shared book experience helps recreate bedtime or laptime reading. The large print makes it possible to use this strategy with the whole class or small group so everyone can see the print to read along. Children will find it easy to chime in as they anticipate the story line.

READ WITH ME! can be done with a whole class or small group. The environment should be relaxed and comfortable, but the children do need to be close to the book for ease in following the print.

Basic Steps for the Teacher

- Introduce the selection by reading the title and discussing with the children what the story might be about. Guide the children to set a purpose for reading.
- Lead a discussion that will help to relate the story or theme for the children's own experiences.
- Read the selection to the group, using a pointer to follow the text from left to right. This first reading should be done with good dramatic expression. Some children will begin to join in the repeated words and phrases. Encourage prediction and participation!
- Discuss the story. Help the children retell the story. Discuss why the characters acted as they did.

Materials

- Select big books, charts, collaborative experience charts, or other materials which have large print. High interest selections with repeated words or phrases work best. The best kind of story encourages easy prediction which makes risk-taking successful.
- Big books may be commercial books or classroom generated. To make your own, use large paper or chart paper. Allow the children to illustrate each page. The pages may be sewn together or attached with brads or rings.

Applying and Extending

- Re-read the selection many times. As the children become familiar with it, participation will increase. Invite the children to "chime in" whenever they are able. Gradually the teacher reads less and the children read more.
- Place copies of smaller versions of the big book in the reading/listening center. Use audiotapes for children to listen again while they read.
- Use the selection on succeeding days to emphasize vocabulary words and/or sound/symbol relationships.
- Ask children to choose different parts to read. For example say, "Read the part about . . . ."
- Cover up some words in the story and ask children to suggest possible words that would fit. This helps children develop a strategy for using context to figure out new words.

INTEGRATED UNITS

ORGANIZATIONAL SCHEMA

(title of the unit)

(goal of the unit)

(a compilation of all the POS/SOL objectives which are met by each learning experience - assures accomplishment of unit goals)

(title of the unit)

NAMES AND ADDRESSES

TITLE: NAMES AND ADDRESSES

GOALS: Identify own full name, address, and phone number; recognize own name in print.

POS OBJECTIVES

- Identify self by name and address (social studies, health)
- Recognize self as a unique person (social studies, health)
- Relate new information to own knowledge and background experience (language arts)

MATERIALS

- Name cards for each child

(the materials needed for the learning experience)

LEARNING EXPERIENCES: 1. Recognition of Names in Print

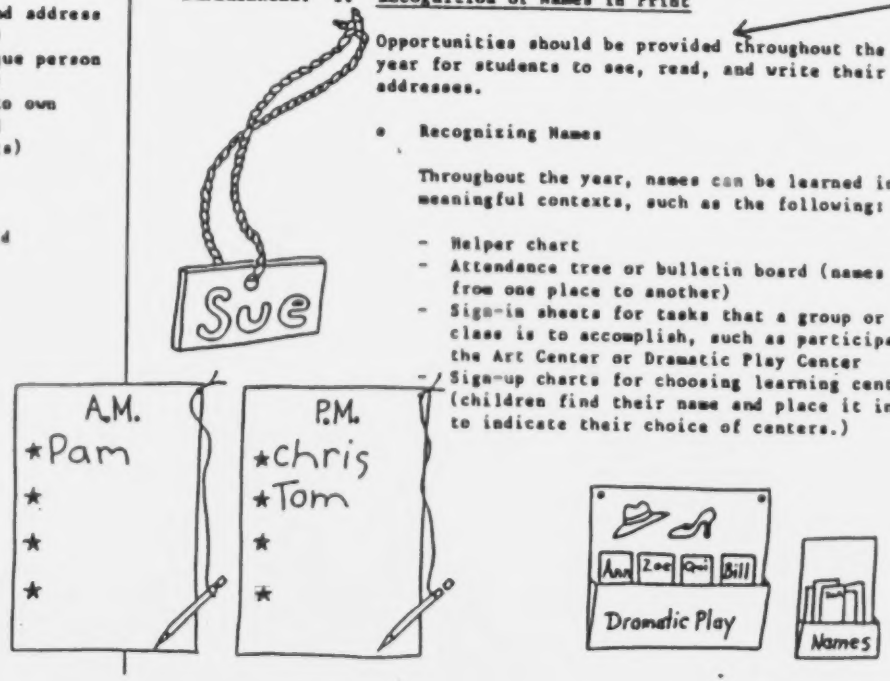
(a description of the activities and/or procedures necessary to develop the learning experience)

Opportunities should be provided throughout the school year for students to see, read, and write their names and addresses.

- Recognizing Names

Throughout the year, names can be learned in meaningful contexts, such as the following:

- Helper chart
- Attendance tree or bulletin board (names are moved from one place to another)
- Sign-in sheets for tasks that a group or entire class is to accomplish, such as participation at the Art Center or Dramatic Play Center
- Sign-up charts for choosing learning centers (children find their name and place it in a pocket to indicate their choice of centers.)



ALL ABOUT ME

GOALS: Identify self as a unique person with individual feelings; build positive self-concept; develop an acceptance and appreciation of the similarities and differences among people.

PAGE	LEARNING EXPERIENCES
IU-19	Reading and Discussing a Story
IU-22	Drawing, Writing, and Reading About Feelings
IU-23	Pantomiming and Role Playing Feelings
IU-24	Using Songs and Poetry
IU-25	Drawing, Painting, and/or Writing
IU-26	Using Items That Children Bring In
IU-29	Journal Writing
IU-30	Discussing Art Work
IU-31	Reviewing Center Experiences
IU-31	Response Lesson - Expressive Faces
IU-34	Additional Activity Ideas (Optional)
IU-37	Teacher Ideas

NOTE: Several trade books are referenced in this unit. Because trade books have unpredictable publishing lives, some of them will become unavailable for purchase; many school libraries however, already have copies of these books. The trade books referenced in this guide will be monitored carefully and the listing will be revised regularly.

TITLE: ALL ABOUT ME

GOALS: Identify self as a unique person with individual feelings; develop an acceptance and appreciation of the similarities and differences among people.

POS OBJECTIVES

- Relate new information to own knowledge and background information (language arts)
- Identify self as unique person with individual ideas and feelings (social studies and health)
- Demonstrate positive self-image (health)
- Demonstrate an appreciation of language (language arts)
- Recognize that written language has organization and form (language arts)
- Use multiple strategies to decode/write a word (language arts)

MATERIALS

- Suggested books for uniqueness
  - Peter's Chair by Ezra Jack Keats
  - Leo, the Late Bloomer by Robert Kraus

LEARNING EXPERIENCES: 1. Reading and Discussing a Story

Reading stories about individuals provides the opportunity to discuss the similarities and differences among people and to introduce concepts of print.

- Reading Stories About Uniqueness

  Choose a book that focuses on special qualities of individuals, their accomplishments, and/or interests.

  After reading, focus the discussion on what was special about the child in the book and how that relates to each child listening. Use questions such as the following:

  "Does this story remind you of anything that has happened to you?"

  "How are you like the child in the story?"

  "What is special about you?"

Certain books are particularly appropriate to use for the introduction or reinforcement of specific letter/sound associations and sight word vocabulary.

MATERIALS (Continued)

- Howie Helps Himself by Joan Fassler
- Whistle for Willie by Ezra Jack Keats
- I'm Terrific by Marjorie Sharmat
- Andy by Tomie De Paola
- Oliver Button Is a Sissy by Tommie De Paola
- Importance of Crocus by Roger Duvoisin
- Petunia by Roger Duvoisin
- Magnificent Moo by Victoria Forrester
- My Hands Can by Jean Holzenthaler
- Willaby by Rachel Isadora
- Girls Can Be Anything by Norma Klein
- Cornelius by Leo Lionni
- Pezzetino by Leo Lionni
- Frederick by Leo Lionni
- Luckiest One of All by Bill Peet

- Suggested books for feelings
  - Sad Day, Glad Day by Vival L. Thompson
  - Moving Day by Tobi Tobeas
  - Jellybeans for Breakfast by Miriam Young
  - William's Doll by Charlotte Zalolow

Reading and Discussing a Story (Continued)

- Reading Stories About Feelings

  Choose a book that deals with feelings. After reading the book, encourage the children to talk about the feelings of the characters in the book. Ask the children if the story reminds them of an experience they have had.

(Refer to Story Reading, Basal Sight Word Vocabulary, and Letter/Sound Associations in the Language Arts Strategies for suggestions and techniques to use when reading books to children.)

MATERIALS (Continued)

- Let's Be Enemies by Charlotte Zalolow
- I'll Fix Anthony by Judith Viorst
- Where the Wild Things Are by Maurice Sendak
- Growing Up by Ezra Keats
- Berenstain Bears Go to School by Stan Berenstain

ADDITIONAL RESOURCES

- Suggested films for uniqueness
  - "This Is Me" (Most Important Person Series) #25101
  - "I'm the Only Me" (Most Important Person Series) #25130
  - "How Do We Look?" (Most Important Person Series) #25132
  - "The Most Important Person" (Most Important Person Series) #25135

- Suggested films for feelings
  - "Feeling Good, Feeling Happy" (Most Important Person Series) #25092
  - "I Used to Be Afraid" (Most Important Person Series) #25093

ADDITIONAL RESOURCES (Continued)

- "Different Kinds of Love" (Most Important Person Series) #25094
- "Tell Us How You Feel" (Most Important Person Series) #25127
- "When You Get Hurt" (Most Important Person Series) #25128

POS OBJECTIVES

- Sort and classify information using a variety of materials (science, social studies)
- Identify self as unique person with individual ideas and feelings (social studies)
- Work with others for the purpose of writing or reading (language arts)
- Understand that there are some conventions of written and oral language (language arts)
- Initiate reading and writing as independent activities (language arts)
- Communicate an idea that others can understand (language arts)
- Form written symbols so others can read what has been written (language arts)
- Use appropriate vocabulary to describe materials used in art work (art)

2. **Drawing, Writing, and Reading About Feelings**

Drawing and writing activities provide children with appropriate ways to express a variety of feelings.

- Drawing and Writing

Construct several class books with blank pages. Label these books with titles such as "Things That Make Me Happy" and "Things That Make Me Sad." Introduce these blank class books to the children. Children can choose a book and contribute drawings and/or stories about their experiences. (See Children as Emerging Authors in Language Arts Strategies.)

- Reading

Read the class books with the children using shared reading strategies. Encourage the children to read the class books to each other.

MATERIALS

- Construction paper
- Crayons
- Pencils

POS OBJECTIVES

- Acquire information through listening and observing (social studies, science)
- Identify and compare own feelings and actions with those of others (social studies)
- Relate new information to own knowledge and background experience (language arts)
- Identify relationships between ideas in what is heard or written and extend the meaning (language arts)
- Listen to and/or read and then respond to the written and oral language of others (language arts)

MATERIALS

- Suggested songs
  - "What Do People Do?" Getting to Know Myself by Hap Palmer
  - "Feelings," Getting to Know Myself by Hap Palmer

3. Pantomiming and Role Playing Feelings

Pantomiming and role playing are similar strategies that provide opportunities for children to act out feelings and try out roles.

- Teacher Modeling

  Introduce pantomiming or role playing by modeling or having volunteers act out feelings using only facial expressions and body movement. Ask the rest of the children to guess and name the feelings.

- Pantomiming Personal Situations

  Encourage the children to think of situations they have experienced and to pantomime their feelings at the time the situations occurred. Discuss their feelings with the children, emphasizing commonalities and acceptance.

- Pantomiming New Situations

  Provide the children with situations or music that encourages pantomiming. Examples of situations which could be posed include the following:

  - You and your friend are at the zoo watching the elephants. All of a sudden you look around and realize you can't find the people with whom you came.

MATERIALS (Continued)

- "Ideas, Thoughts, and Feelings" by Hap Palmer
- "If You're Happy and You Know It," We All Live Together, Vol. 3

POS OBJECTIVES

- Identify self as unique person (social studies, health)
- Demonstrate positive self-image (health)
- Demonstrate an appreciation of language (language arts)
- Recognize that written language has organization and form (language arts)
- Relate new information to own knowledge and background experience (language arts)
- Use language for enjoyment and to express or extend meaning (language arts)

MATERIALS

- Suggested songs
  - "I Am Special," Kinder-Music House page 296
  - "Sammy," Getting to Know Myself by Hap Palmer

Pantomiming and Role Playing Feelings (Continued)

- You and your friends are outside playing and you find a treasure!
- You and your sister come home from school and find that your favorite toy is broken.

4. **Using Songs and Poetry**

Poetry and songs can provide opportunities to expand language arts skills while developing self-concept.

These poems or songs can be written down and used for the following:

- Shared Reading

"I am Special"

I am a person, a very nice person.
I am special as I can be.
I am a person, a very nice person.
I like me, oh, I like me.

- Word Substitution

"Tanya is Special"

Tanya is a person, a very nice person.
She is special as she can be.
Tanya is a person, a very nice person.
I like Tanya, oh, I like Tanya.

- Developing Self-Concept

We are all different (point to others)
We're not the same. (shake head)

Look at our eyes, our face, our hair, (point to eyes, face, hair)
Yet we all CARE. (hand on heart)
Look at our skin, our hands, our feet, (point to skin, hands, feet)
Aren't we ALL so very neat! (clap hands)

POS OBJECTIVES

- Identify self as unique person (health, social studies)
- Name, tell, and write about drawings and paintings (art)
- Work with others for the purpose of writing or reading (language arts)
- Understand that there are some conventions of written and oral language (language arts)
- Communicate an idea that other students can understand (language arts)
- Form written symbols so others can read what has been written (language arts)
- Initiate reading and writing as independent activities (language arts)
- Become aware of and begin to use informational sources in the classroom (language arts)

5. <u>Drawing, Painting, and/or Writing</u>

By providing opportunities for children to draw and paint about their interests, the value of individual ideas and feelings can be validated.

- Promoting Self-Concept

  To promote a positive self-concept, encourage children to draw, fingerpaint, and/or write about things that interest them. For example:

  - Favorite pets, toys, colors, foods
  - Things they do well
  - Family, friends
  - Their appearance

- Recording Growth

  Several of these drawings, writings, or paintings can be saved during the year as a record of personal accomplishments, growth, and changes to share with children and parents.

POS OBJECTIVES (Continued)

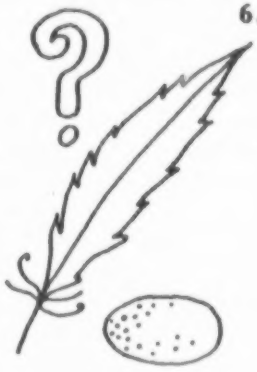
- Develop beginning motor skills essential for manipulating tools (art)
- Recognize self as an artist (art)
- Demonstrate a positive self-concept (health)

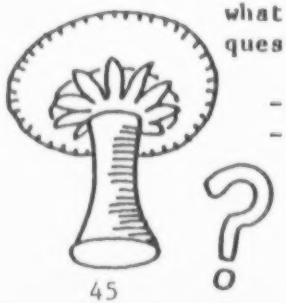
MATERIALS

- Drawing, painting, and writing materials

POS OBJECTIVES

- Use oral language for different purposes in the classroom (language arts)
- Observe and describe plants and animals found in the local environment (science)
- Identify and discuss similarities and differences among living things (science)
- Identify relationships between ideas in what is heard or written and extend the meaning (language arts)





6. **Using Items That Children Bring In**

Children often bring to school interesting items they have found outdoors or things from home, such as feathers, rocks, shells, pine cones, cultural artifacts, occupational tools, or caterpillars.

(See the appendices for charts that will help identify plants, critters, and insects that children bring to the classroom.)

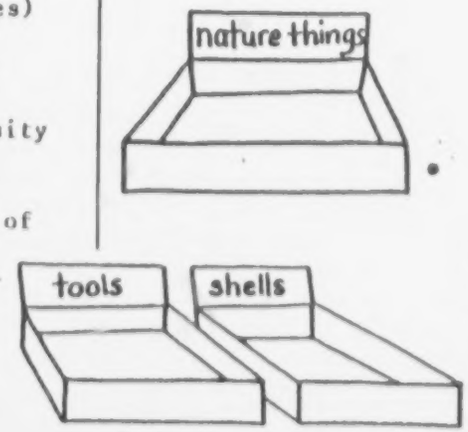
- Sharing

Ask the discoverer, and then other children, to share what they know. Encourage thinking by modeling questions, such as the following:

- "What can you tell about this (thing) ?"
- "Where did you find it/get it? Were there others like it? What do you like about it?"

POS OBJECTIVES (Continued)

- Listen to and/or read and then respond to the written and oral language of others (language arts)
- Relate new information to own knowledge and background experience (language arts)
- Participate in group activities and cooperate with others (social studies, health)
- Discuss own experiences and feelings (social studies)
- Acquire, process, apply, and communicate information from a variety of sources (social studies)
- Listen to others (social studies)
- Use information to make sense of the world and communicate ideas to others (social studies)
- Apply knowledge and skills to new situations (social studies)
- Respond to charts, tables, graphs, and pictures (social studies)
- Demonstrate increasing curiosity about the world around him (science)
- Describe the characteristics of living things and identify familiar objects as living or nonliving (science)



<u>Using Items That Children Bring In</u> (Continued)

- "Does it look like something else you know about?"
- "Do you think it is living or nonliving?"
- "What do you think it is? What shall we call it?" (Made-up names are as valid as proper names.)

Invite the discoverer to call on other children to ask questions.

After children have shared what they know, they may desire to know more. Add any information you may have to share, or guide the children to other sources of information.

- Researching

If the identity of the item is unknown, or the children want to know more about it, a perfect opportunity to model research strategies is provided.

- Help children review what they know collectively.
- Help them to define what else they would like to know.
- Feel free to say "I don't know, let's find out."

- Nature Table or Interest Area

Set aside a table or space where children can observe, ponder, and discuss informally the interesting items gathered by classmates. If the collections become large and varied, divide the items into logical groupings (with student input as to how to make the divisions) so that collections don't become a meaningless "dump."

MATERIALS

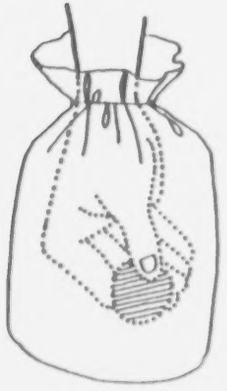
- Things children bring in
- Hand lenses (available from first and second grade science kits--stored at each school)
- Interest table or other display area

Using Items That Children Bring In (Continued)

- Expanding the Nature or Interest Area

  To continue motivation in the interest table, the following suggestions may be helpful:

  - Add an element of mystery by hiding an item in a box or bag for children to feel and guess its identity. (This promotes oral language and descriptive vocabulary.)
  - Backlight a paper on cloth screen and silhouette items that have distinct shapes to help children define descriptive clues to their identities.
  - Highlight books/pictures about the items.
  - Encourage other children to bring in materials related to a particular child's interests.
  - Display children's drawings and writings about items near the interest table, if possible.



POS OBJECTIVES

- Identify relationships between ideas in what is heard or written and extend the meaning (language arts)
- Identify self as unique person (health, social studies)
- Develop beginning motor skills essential for manipulating tools (art)
- Name, tell, and write about drawings and paintings (art)
- Work with others for the purpose of writing and reading (language arts)
- Understand that there are some conventions of written and oral language (language arts)
- Communicate an idea that others can understand (language arts)
- Form written symbols so others can read what has been written (language arts)
- Initiate reading and writing as independent activities (language arts)
- Follow a set of directions to accomplish a task (computer literacy)
- Follow rules for using and caring for equipment and software (computer literacy)
- Become familiar with the keyboard (computer literacy)

7. Journal Writing

Journal writing is a daily activity which allows children to express their thoughts and feelings about a variety of topics which are meaningful to them.

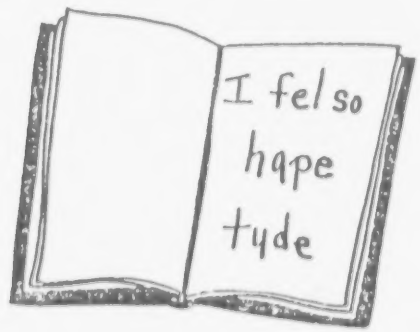
- Drawing/Writing

  Encourage children to write/draw about their interests, feelings, and accomplishments in their daily journals. Children could also use a word processing package to write their stories on the computer.

- Sharing

  Periodically invite children to share their journal entries with others in small groups.

  (See Journal Writing in Language Arts Strategies.)



MATERIALS

- Blank books made of unlined paper with construction paper covers, stapled together
- Software
  - Bank Street Writer
  - Atari Writer
  - Sticky Bears ABC

POS OBJECTIVES

- Develop awareness and acceptance of similarities and differences among people (social studies)
- Observe and discuss reproductions of great masters (art)
- Use oral language for different purposes within the classroom (language arts)
- Look at and talk about own work, the work of other students, and the work of artists (art)
- Recognize self as an artist (art)
- Paint recognizable pictures (art)
- Name and tell about drawings that represent people and objects (art)

MATERIALS

- A Guide to Teaching Art in the Primary Grades K-3

8. Discussing Art Work

Through the sharing and discussion of their own art work and the work of others, children are exposed to a variety of interpretations of a topic.

- Sharing Children's Work

  To help kindergarten children become aware of themselves as artists and authors, encourage them to talk about their art work in small groups. This sharing can be done in the same way writing is shared: the artist tells about the painting and other children ask questions. In this way the uniqueness of each individual can become apparent.

- Discussing the Work of Great Masters

  Located in the school library are slides of portraits. These can be used to initiate discussion about the similarities and differences in the people portrayed.

  The publication A Guide to Teaching Art in the Primary Grades K-3 is located in each school library, along with the art slides. The guide includes information about each artist and suggests

(Response lessons contain strategies and activities to enrich the program for all children.)

MATERIALS (Continued)

- Art slides from school library
  - Gwendolyn, John Sloan
  - Pedro Manech, Picasso
  - Girl With Watering Can, Renoir
- Other portraits as desired
- Painting or drawing materials

POS OBJECTIVES

- Participate in small-group activities and cooperate with others (social studies, health)
- Use oral language for different purposes within the classroom (language arts)

MATERIALS

- None

Discussing Art Work (Continued)

discussion questions. However, questions such as the following apply generally to all portraits and help children relate the art to their own experiences and perceptions.

- "What do you think the person in the picture is doing? . . .feeling?"
- "What colors do you see in the painting? Where else has each color been used?"
- "Are you like this person in any way?" (Describe.)
- "How are you different from this person?"

9. **Reviewing Center Experiences**

When appropriate, encourage children to talk about what they have done in a center towards the end of center time. This oral review and/or explanation of the activity allows children to use language to synthesize the experience.

- For example, at the end of Block Center time, use questions to encourage children to tell about their structures. Take the opportunity to point out the uniqueness and creativity of each structure. Encourage children to ask each other questions.

10. **Response Lesson--Expressive Faces**

(This response lesson will be modeled by an itinerant teacher for the gifted and talented program.)

SENSE: HELP STUDENTS BEGIN TO THINK ABOUT THE LESSON.

Response Lesson-Expressive Faces (Continued)

- "What makes you happy?"
- "What makes you sad?"
- "What makes you afraid?"
- "What makes you angry?"

EXPLORE: HELP STUDENTS THINK ABOUT MANY POSSIBILITIES, REAL AND IMAGINARY.

- "Show us how your face would look if you were happy, sad, afraid, angry."

- "Pretend you are a clown. Act out a clown's walk."

- "Pretend that as you enter a room someone is hiding behind the door and frightens you. How would you move? What expression would you have on your face?"

LINK: HELP STUDENTS MAKE CONNECTIONS TO THE REAL WORLD.

FOCUS: HELP STUDENTS CONSIDER A NEW SOLUTION TO A SPECIFIC PROBLEM.

Provide a bag of various objects (funny hat, purse). Ask for volunteers, one at a time, to choose an object from the bag to use in role-playing activity. Emphasize different situations. (Example: "Use this object to act out a scary situation. . . .a funny situation. . . .a doctor at work. . . .a dad working at home.")

Note students who show poise and ease in role-playing situations.

Note students who are eager to act.

ALL ABOUT ME

LOOK FOR:

Informed, Abstract Thinking	Creative Thinking
intricate ideas	fluency
pondering	flexibility
openness to puzzles	originality
analysis	elaboration
evaluation	seeking alternatives
connections	sensing gaps
interpretations	visualization
broad information	intuition
concepts	sensitivity
generalizations	inventiveness
quick processing	sensing problems
	design of questions

Advanced Language	Risk Taking
vocabulary	guessing
oral expression	self-confidence
writing	less need for structure
reading	comfort
terminology	decision making
specificity	
detail	

ADDITIONAL ACTIVITY IDEAS (OPTIONAL)

These additional activity ideas provide optional ways of enriching and reinforcing the information in this unit.

1. **Star of the Week**

   Create a "Star of the Week" bulletin board or display. Feature the personal characteristics and accomplishments of one child each week. Children could help compose a collaborative story about the "star of the week."

2. **Life-Size Me**

   Draw a life-size outline of each child on a rectangular piece of mural or craft paper. Help children with proportion by suggesting that they paint in the head at the top and the feet at the bottom, and then fill in the rest of the body. The painted bodies could be cut out and displayed in the classroom or hallway with a sign that says "We Are ALL Special!"

3. **All About Me Book**

   Have children create an "All About Me" book which could include personal characteristics, favorite things, pets, and family pictures.

4. **Star Mobiles**

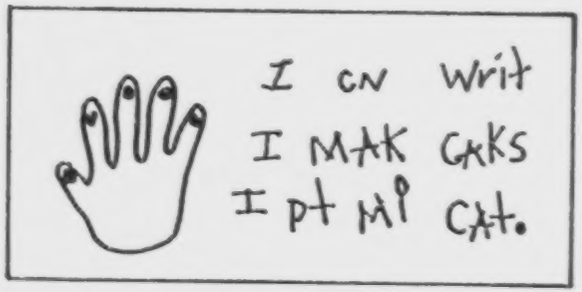
   Create "star mobiles" by having each child draw/write about his or her accomplishments on large pieces of star-shaped construction paper. Hang the completed "stars" in the classroom.

5. **Face Collage**

   Provide children with tagboard circles, squares, ellipses, or rectangles. Have the children each select one shape to create a "face collage." Provide an assortment of materials for collages (for example, foam pieces, buttons, seeds, and packing straw). Encourage children to create faces using the collage materials. Display the collage faces.

6. **My Hand**

Have children trace the outline of their hands on newsprint. Using an inkpad, have them transfer their fingerprints onto their hand outlines. Next to the outline of their hands children could draw/write about those activities that they do well with their hands.



7. **Look How We Have Grown**

Display a baby picture and a recent picture of each child on a bulletin board. Children will enjoy observing each other's pictures. A letter sent home requesting the pictures, if available, should also assure parents that they will be returned when the unit "All About Me" is concluded.

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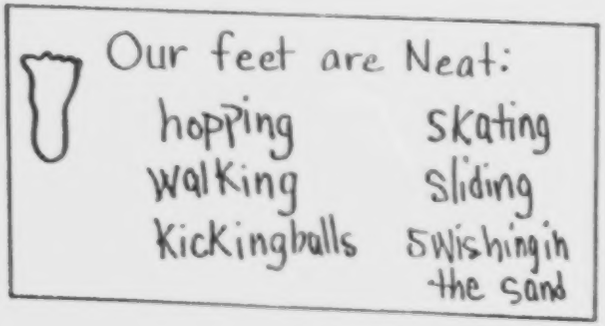
8. **My Favorites**

Vary the taking of attendance by asking children to respond to their names by giving either their favorite colors, animals, food, pets, numbers, etc. (Children respond to only one "favorite" topic that is chosen by a different child each day.)

9. **Feet Are Neat**

Trace around each child's foot after the sock and shoe have been removed. Place a thin marker between the child's big toe and second toe. Have children try to draw/write on a piece of newsprint with their feet. Discuss the difficulties and successes the children experience and lead into a discussion of handicaps. Have the children cut out their traced feet and paste them next to their foot drawings/writings. Create a collaborative list of things feet can do.



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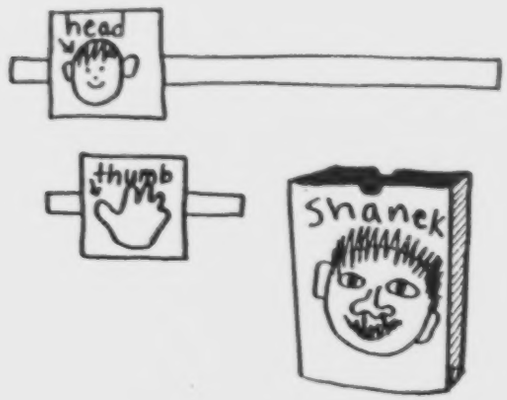
10. A Bag About Me

Have children draw and cut out pictures of each body part that they want to measure. Ask them to measure their body parts using strips of newsprint or ticker tape. Have children paste the body part picture on top of the ticker tape for each part measured. These can be used for a discussion on comparisons.

For example:

- My head is smaller than my waist.
- My pointer finger is shorter than my arm.
- My waist is bigger than my ankle.

Have each child draw a picture of himself or herself on a small paper bag. Place all measurement tapes in "A Bag About Me" when the activity is completed.



11. What Do You See?

Invite children to prepare a "What Do You See?" class book by drawing pictures of themselves and writing their names and/or a story beneath their self-portraits. The "What Do You See?" class book can be read as a shared story at story time and/or placed in the classroom library for children to enjoy throughout the year.

When reading the book during story time, a format such as the one for Brown Bear, Brown Bear, What Do You See? could be used. For example:

Teacher: (Show first self-portrait in book.) "Children, children, what do you see?"

Children: "I see Billy looking at me. Billy, Billy, what do you see?"

Teacher: (Turn to next page and show the next self-portrait.)

Children: "I see Zahar looking at me. Zahar, Zahar, what do you see?"

Continue the activity until all pictures have been shared.

(A blank page is included at the end of each unit for teachers to record their own ideas.)

ALL ABOUT ME

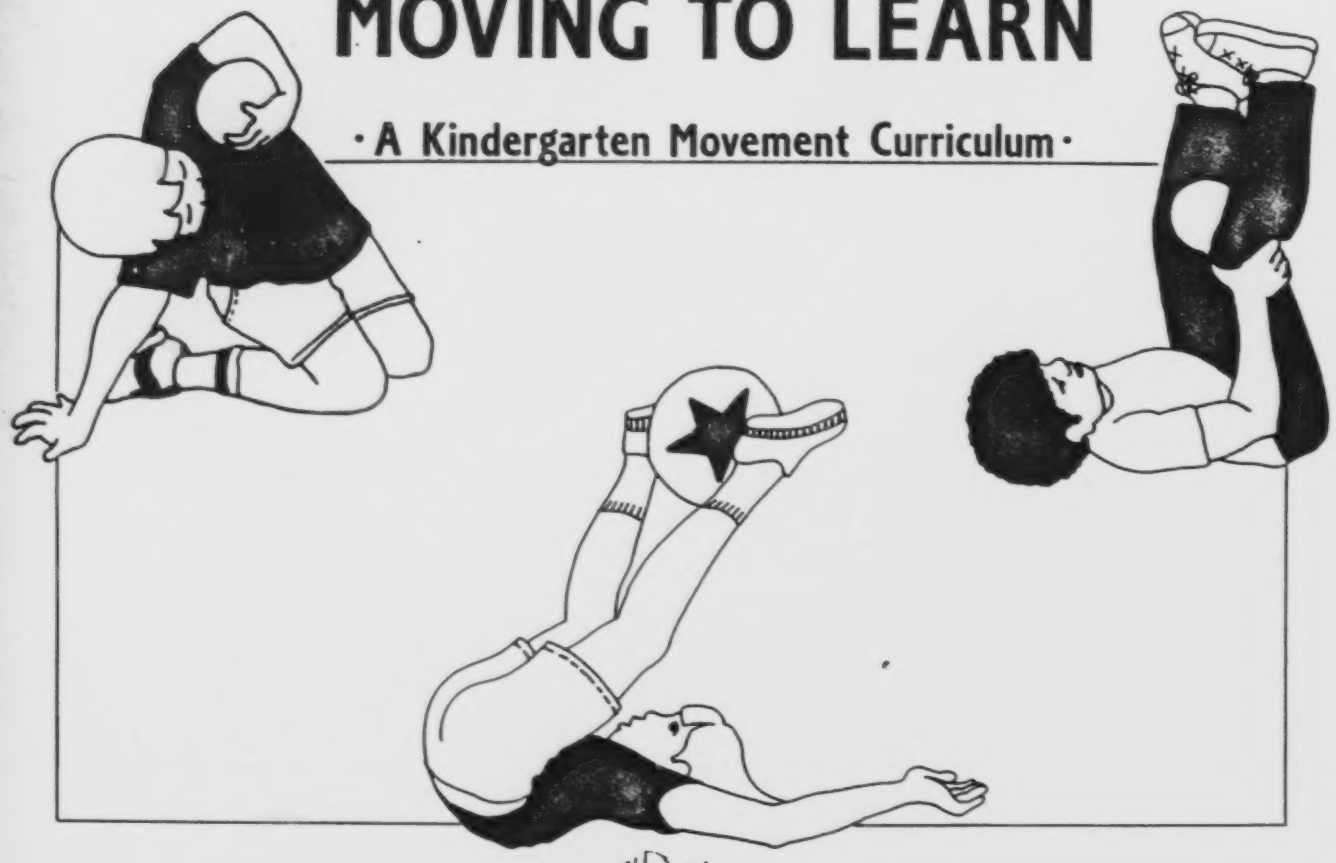
TEACHER IDEAS

POS OBJECTIVES	LEARNING EXPERIENCES

MUSIC/MOVEMENT STRAND

LEARNING TO MOVE, MOVING TO LEARN

·A Kindergarten Movement Curriculum·



FAIRFAX COUNTY
PUBLIC SCHOOLS
·1986

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INTRODUCTION

Children and movement are all but synonymous. The joy and spontaneity of their movement is apparent. This is not an accidental phenomenon. Children must move and interact with their environment to learn. They learn about their world by experiencing it. Children acquire knowledge only when they internalize information by being actively involved in learning. There is much research to support the desirability of creating a highly concrete, experiential learning environment for kindergarten children.

Active learning allows the child to integrate sensory perceptions through motor activity. The potential for kindergarten physical education experiences to enhance the acquisition of developmental tasks is limitless. When the child is presented a sound physical education program the following abilities can be greatly enhanced:

- Motor ability - large and small muscle coordination
- Perceptual ability - auditory, visual, tactile development
- Listening and speaking - encoding and decoding and the use of speech and language
- Socialization - self-awareness, self-concept acquisition, self-testing, and the development of normative behavioral standards

This curriculum allows kindergarten children to develop concepts, skills, and fitness in a developmentally appropriate concrete, experiential, structured learning environment. This environment, because it relates to the whole child, encompasses three domains:

- Psychomotor (physical)
- Cognitive (intellectual)
- Affective (emotional/social)

It is the intent of this curriculum to fill a void by providing the movement component of the kindergarten movement/music strand. It is recommended that a daily twenty-minute period be devoted to lessons from the integrated curricula comprising the movement/music strand--Learning to Move, Moving to Learn and The Kindermusic House. This integrated curriculum strand provides a non-redundant set of planned activities in movement and music development that a teacher may use over the course of a year.

An example of the weekly scheduling for any month is as follows:

Monday - The Kindermusic House - Introduce October, Lesson One
Tuesday - Learning to Move, Moving to Learn - Introduce October, Lesson One
Wednesday - The Kindermusic House - Review Monday's Lesson
Thursday - Learning to Move, Moving to Learn - Review Tuesday's Lesson
Friday - Free Play, Outdoors on Climbing Apparatus

Such scheduling allows teachers to introduce new content, concepts, and expectations, then review them to assess mastery learning and permit children to experience the joy of repeating something familiar and enjoyable.

It is the intent of the authors to allow the kindergarten teacher the opportunity to work toward meeting the significant developmental needs of this age group by providing movement experiences which reflect an understanding and appreciation of the delicate nature of the child who is just formulating a self-concept which encompasses the affirmation "I can . . . ."

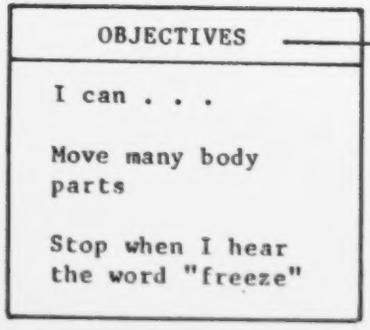
USING THE CURRICULUM GUIDE

The lessons in this curriculum are organized into a monthly format. There are four lessons each for the months of September through May. June contains suggested culminating activities.

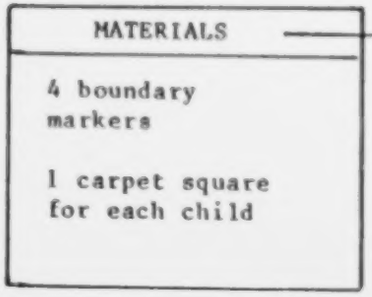
Each lesson is designed to be taught and reviewed once each week. This should provide the teacher the flexibility to allow time for exploratory free play in addition to the weekly lesson.

Lessons are integrated with The Kindermusic House curriculum to reduce repetition of physical education content objectives covered in the music curriculum. Lessons also include perceptual-motor activities originally developed by Project Beacon and printed in the Project Beacon Handbook (Fairfax County Public Schools, 1977). Perceptual-motor content in the areas of gross- and fine-motor development, directionality, auditory discrimination, balance, and identification of body parts has been integrated into the movement lessons. However, certain essential concepts in the perceptual-motor areas of eye control, visualization, laterality, and directionality do not lend themselves to total group instruction. Therefore, these are included as suggested small-group or individual classroom learning center activities in the section titled "The Classroom Perceptual-Motor Learning Center."

Lesson Format



The objectives for each weekly lesson are stated in the left-hand column. They enable the teacher to focus upon the most significant outcomes and are stated in behavioral terms. Children should be able to exemplify mastery of each objective by showing it or explaining it.



Materials needed for the weekly lesson are listed in column two. Some materials should be available at the ratio of one per child, such as the following:

- Bean bags
- Yarn balls, sponge balls, or paper balls
- Red rubber bands, red yarn, or plastic rings from six-pack containers
- Jump ropes
- Carpet squares
- Hula hoops

Most of these materials can be borrowed from the general school physical education supplies. However, it is recommended that each kindergarten classroom teacher acquire his or her own set of bean bags and yarn balls, which can be made by parent volunteers.

Many music teachers also have carpet squares which might be borrowed. Carpet samples are also available free of charge or for a nominal fee from many carpet dealers. See page "Obtaining Carpet Squares."

All other materials for specific lessons should be available from the physical education teacher. These include a low balance beam, cones, mats, long jump ropes, and materials with which to construct an obstacle course.

ACTIVITIES
Note to the teacher: For safety this lesson should be taught outdoors on the field. 1. Establish the "P.E. space" using ropes to form a square which is approximately 32' x 32'. 2. Walk the children around this perimeter . . . . 3. Play "Jack in the Box" game . . . .

Activities are listed in the order in which they should be presented. As each individual idea is brought to closure the number will change. This allows the teacher to determine how much content should be presented in the time allotted and where the natural lesson stopping points occur. Activities are sequenced with regard to developmental readiness. Therefore, teaching the lessons in their sequential monthly order is essential.

OBJECTIVES ATTAINED	
Child can:	
Hold freezes firmly	_____ _____
Follow a direction moving	_____ _____
Run outdoors to a line and return without falling	_____ _____
Wait a turn cooperatively	_____ _____
Name the three movement levels	_____ _____

This column appears on the left-hand side of the activity page. It allows the teacher to observe and assess the performance and mastery of significant lesson objectives. Objectives may be in either the cognitive, affective, or motor domain.

The boxes should be used to indicate the percentage of the children who have exhibited mastery by showing or telling. The box may be colored in to indicate the approximate percentage of the class attaining the objective or the actual percent could be written. The purpose of this assessment is to allow the teacher to determine which objectives may need to be reviewed in subsequent lessons.

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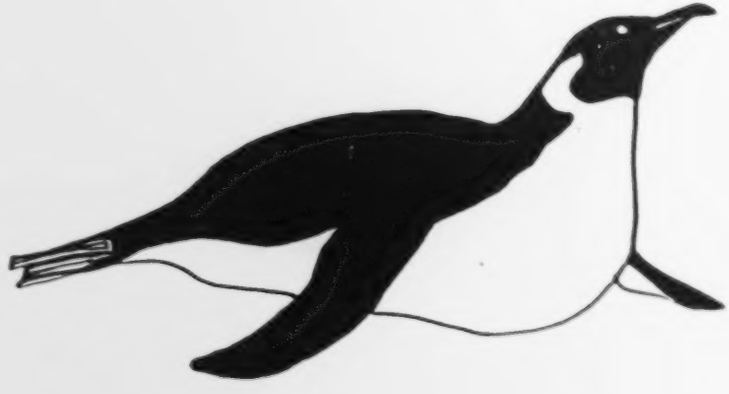
I can...

pretend to be a "Funky Penguin".

move forward to greet, backward to part, and in a circle to dance a movement sequence.

move to show feelings like happy, sad, tired, or silly.



Penguins are poor runners because their legs are short. When they are in a hurry, penguins don't run. They slide over the ice on their white front feathers.

OBJECTIVES	MATERIALS	DECEMBER ACTIVITIES LESSON 14
I can . . . Use my body to dance Move my body to the beat of the music Move to repeat a sequence of three movements Identify changes in moods or feelings Express thoughts and moods using my body	Record player Record, Hap Palmer, Movin', "Funky Penguin" Record, We All Live Together, Volume 2, "Popcorn"	1. Tell the children what a penguin is. Show them the picture accompanying this lesson. Ask the children whether they have seen a penguin and whether they think penguins take big or small steps. Ask the children to use a body part to pretend to be penguins walking in shared space without bumping. 2. Play "Funky Penguin." Ask the children to walk as penguins to the beat of the music. Ask them to move their heads from side to side and keep their hands out to pretend to be flippers as they walk. This is called the "Funky Penguin Walk." Allow them to practice this walk to the music. 3. Have the children get partners. Tell the children that with their partners they are to **show the following three actions repeatedly** as they walk like funky penguins: • moving forward toward each other to greet • moving backward away from each other to part • turning around in a complete circle before starting over You may choose to designate the number of steps such as four forward, four backward, and four to turn. 4. Have the children sit and use their faces and body posture to **show these thoughts or feelings:** • sad • silly • happy • sleepy • tired • excited • angry • surprised
115		116

OBJECTIVES ATTAINED	ACTIVITIES
Child can . . . Use the entire body to dance ☐ Move a body part to the beat of the music ☐ Move to express an idea or mood ☐ Move in a repeated sequence, e.g., forward, backward, turning ☐	5. Tell the children they are going to play "Statues." In this game you will name some animal, thing, idea, or feeling. The children should assume a body pose which they think best shows the word. Some examples of ideas you might use are: • angry lion • sleeping bear • silly clown • serious cat • opening a door • pulling a rope • slithering snake • frightened rabbit 6. Have the children listen to the record "Popcorn." Talk about how popcorn moves when it pops. Does it jump? Hop? Dance? Spring? Leap? Drop? Ask the children to use their whole body to tell the popcorn story as your replay the record.

PERCEPTUAL MOTOR CENTER

THE CLASSROOM PERCEPTUAL MOTOR LEARNING CENTER

Rationale and Purpose

The development of readiness skills for the five-year-old is an ongoing process.

In order to succeed in school, children must have reached a certain level of maturity in the areas of sensory-motor development, oral language, and visual and auditory perceptions. It is important to give children as many experiences as possible in these areas before expecting them to deal with abstractions.

Introduction and exploration of whole-body activities, small-muscle use, balance, listening, cooperation, internalization of directions, and body control are not limited to one or more months of instruction. They are continuous throughout early life. Skill acquisition and refinement require repetition. Introducing a skill to a large group, then repeating it in small groups and again in a direct teaching context, is desirable.

Providing concrete perceptual-motor experiences establishes the base for internalizing concepts. Concepts which form the basis for abstract thinking should be stressed during kindergarten. Relevant physical experiences integrated with cognitive objectives will enhance concept development and facilitate academic progress.

Perceptual-motor activity which requires the child to discriminate among a variety of stimuli provides the impetus for matching, discriminating, associating, classifying, and generalizing. It is important to remember that thinking requires establishment of these abilities. To effectively develop these skills in young children, continual exposure is needed. A table, area, or center with adult supervision for focusing on a perceptual-motor task should have permanent status in the classroom.

This perceptual-motor center will help to reinforce eye control, visualization, laterality, and directionality. Activities experienced at the center will be beneficial for children who:

- Lack discrimination skills needed for higher-level functioning
- Need movement and manipulation to facilitate sensory discrimination by bringing the tactile and kinesthetic systems to a more developmentally appropriate level of functioning
- Require integration of sensory and motor functions and the ability to transfer information from one sensor modality to another

The perceptual-motor learning center activities are presented with the idea that basic concepts must be established before more advanced skills are introduced. In addition, each activity can be expanded or adapted to meet the specific needs of the child or the particular teaching-learning environment.

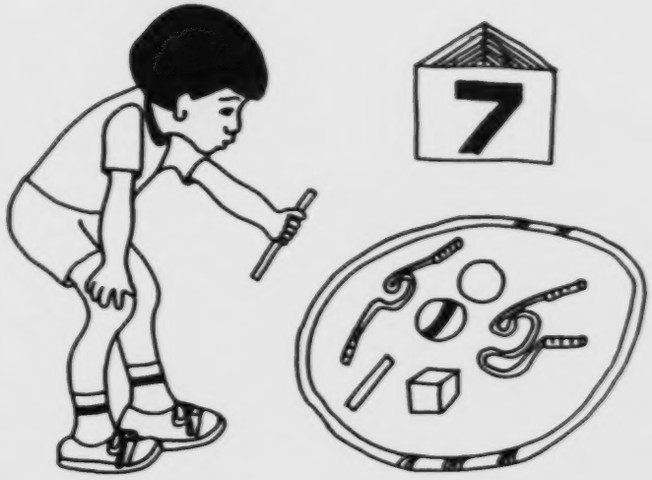
Providing developmentally appropriate perceptual-motor activities is like watering a garden so the roots will grow. The child receives stimulation so that he or she may grow, learn, and ultimately master his or her environment.

Eye Control and Visualization

(1) Eye Control provides for the effective use of the selective attention process. The ability to look at and see what one wants when one wants to see it involves the skills of tracking, focusing, centering, and attending to various visual stimuli.

I can...

put the requested number of objects into the hoop.

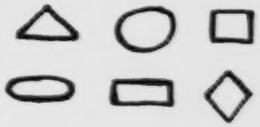


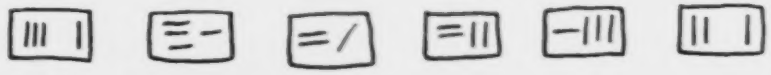
(2) Visualization is the ability to focus, process, and recall both simultaneous and serial information by using the visual system to process that input.

I can...

duplicate a pattern using popsicle sticks.

OBJECTIVES	MATERIALS	PERCEPTUAL-MOTOR LEARNING CENTER
I can . . .		NOTE TO TEACHER: These objectives should be presented and reviewed until mastered. The activities can be ongoing in a center led by teacher, aide, or parent volunteer.
1. Maintain direct eye contact with a stationary object for five- or ten-second time intervals		1. Ask the child to keep his or her eyes looking directly at the leader's eyes or at any object in the room, e.g., desk, floor, cupboard, etc. (The child's head should remain still while the eyes move to look at the object.) You may wish to have the child name what he or she is looking at or reinforce language skills by saying, for example, "I am looking at the desk."
2. Use my eyes to follow a hand, then finger as it moves right, left, up, and down		2. Move your finger slowly and have the child use verbal skills, (e.g., "I am looking up") as he or she understands and internalizes the direction. (Note: The eyes alone should move, not the head.)
3. Look in the direction in which the arrows on a flash card are pointing	Separate flash-card arrows	3. Select graphic arrow(s) from Appendix A and repeat activity number two. After mastery, encourage the child to tell you where he or she will look before doing it. Remove the visual cue.
4. Watch a ball as it rolls from left to right	Marble, table tennis ball, super ball, tennis ball	4. Roll each ball along parallel lines, 18" in length and 4" to 6" apart, taped on the floor or desk. The ball should roll between these lines or tracks and always be presented to the child from left to right. Tape a green circle if additional visual cues are needed. Gradually remove the colored circle and the lines as the child masters the task. Use balls of various sizes from large to small.
5. Watch a ball as it travels counter-clockwise inside a hoop starting at the top	Marble, table tennis ball, super ball, tennis ball, hula hoop	5. Roll a ball along the inside of a hoop. Start at the top and roll counterclockwise using larger sized balls first. If a visual cue is needed, place tape at the top of the hoop. After mastery, allow the child to roll the ball and tell you the number of times he or she will roll it around the hoop. Add the visual cue of the written number and ask the child to select the number of times he or she will roll the ball inside the hoop.

OBJECTIVES	MATERIALS	PERCEPTUAL-MOTOR LEARNING CENTER
I can ...		
6. Watch a swinging suspended ball	Tennis, nerf, or yarn ball attached to a string (tie a string to a paper clip; pierce the ball; insert unbent paper clip inside the ball and tape the hole; hang the ball from the ceiling)	6. Release the ball after you have cued the child by saying, "Are you ready?" and the child has verbally responded, "Yes, I'm ready." The child is expected to grasp the ball or ball and string with both hands. You may add pushing or striking the ball with both hands to return it to you or have the child release the ball for you to catch.
7. Swing a suspended ball to hit specific target areas	(Same as above) Colored construction paper, cut-out shapes 	7. Name and/or show a color or shape to the child. Tape the corresponding color or shape to the wall making sure the ball will swing and hit the wall. Have the child stand behind a line or boundary area and release the ball to hit the correct color or shape you have shown. After mastery, add two choices on the wall and divide them with tape. Allow the child to name the color or shape he or she wishes to hit. The same activity can be done with numbers, letters, or words.
8. Watch a flashlight beam of light moving around the room	Flashlight	8. Flash the light at specific objects. Have the child name the object and use the object's name in a sentence, for example, "I see the chalkboard." Allow the child to use the flashlight and name the object, e.g., "I see my chair."
9. Reproduce a given pattern of sticks that are placed in front of me	Popsicle sticks, tongue depressors, colored straws, pegs or cuisinaire rods; blue or black construction paper 8 1/2" x 11"	9. Design patterns to be matched on a paper in vertical or horizontal positions using three to four sticks. Present patterns to the child on the same plane as he or she is working, i.e., beside or above his or her blank piece of paper. As mastery occurs, present pattern on a different plane, e.g., vertical to the child's horizontal. Add visual memory by presenting patterns to the child for five seconds; ask child to close eyes and see the pattern in the "mind's eye," then reproduce the pattern on the paper. Eventually allow creative time for the child to make his or her own patterns and you reproduce them.

OBJECTIVES ATTAINED	ACTIVITIES
Child can . . .	Sample: 
Maintain direct eye contact with stationary objects for 5 to 10 seconds ☐	
Follow a finger as it moves through space ☐	Note: For additional activities see the Kindergarten Science and Mathematics Guide, Fairfax County Public Schools, 1985. Skills involving memory, logic, and visualizing cannot be used too much!
Look in the direction in which he or she wants to look ☐	
Track a ball left to right ☐	
Track a ball moving counterclockwise inside a hoop starting at the top ☐	
Grasp a suspended ball ☐	
Strike a suspended ball ☐	
Flash a flashlight on an object and name the object ☐	
Reproduce a given pattern of sticks from memory ☐	

INSTRUCTIONAL MATERIALS

As with any hands-on learning program certain instructional materials will be needed to achieve lesson objectives. It is recommended that the following materials be made available in these ratios.

1 per child	1 per 2 children (maximum)	1 per 5 children
• bean bag • (soft ball of some type) - nerf - fleece - sock - rubber • short jump rope • carpet square	• hoops • balloons • 10" jump rope	• mat • balance beam

Many of these materials can be borrowed from the general school inventory of physical education supplies. Some materials such as bean bags or yarn or sock balls can be made by students or parent volunteers. Others can be purchased with school or PTA/PTO funds.

The following list will assist with the purchase of necessary materials available in the Fairfax County Instructional Materials Catalog.

KINDERGARTEN PHYSICAL EDUCATION MATERIALS LIST

ITEM	FCIN	1986 COST	CAN BE USED FOR LESSON(S)
Balance Beam, Low	3949-040-008	$330.67 ea.	#24, 28; Perceptual-Motor Learning Center
Ball, Fleece, General Play Size	3948-490-895	21.22 doz.	#30, 32, 35; Perceptual-Motor; Eye Control #6, 7,; Laterality #4; June #4
Ball, Nerf 4"	3948-490-900	2.48 ea.	#35; Perceptual-Motor #6, 7, Directionality #4, Laterality #4
Ball, Nerf 7"	3949-250-202	5.86 ea.	
Ball, Playground Rubber - 8 1/2"	3948-490-695	1.84 ea.	
Ball, Playground Rubber - 10"	3948-490-795	2.18 ea.	
Ball, Sport Foam 8 1/2" (Yellow Vinyl)	3948-491-160	4.31 ea.	#7, 8, 31, 32, 36
Ball, Play, Vinyl 10"	3948-491-167	2.05 ea.	
Balloons #14, Round	3948-491-572	9.50 gross	#11; Directionality #4, June #1
Bean Bag, 4"	3948-491-605	5.42 doz.	#12, 27, 29, 30, 35; June #1, 3, 4
Cone, Traffic 12"	3948-493-169	2.54 ea.	Throughout the curriculum use as boundary markers

MAKING SOCK BALLS

Materials Needed
1. Two socks
2. Needle and thread

Procedure
1. Roll one sock into a ball.

2. Put the rolled sock into the toe of the second sock.

3. Roll the second sock around the first sock.

4. Place your fingers into the opening of the sock. Holding the sock ball in your hand, turn the sock inside out over the sock ball.

5. Stitch the two openings closed.

AND PLAY BALL!!!

(**NOTE:** If the socks have a design, you may want to turn the second sock inside out before making the ball.)

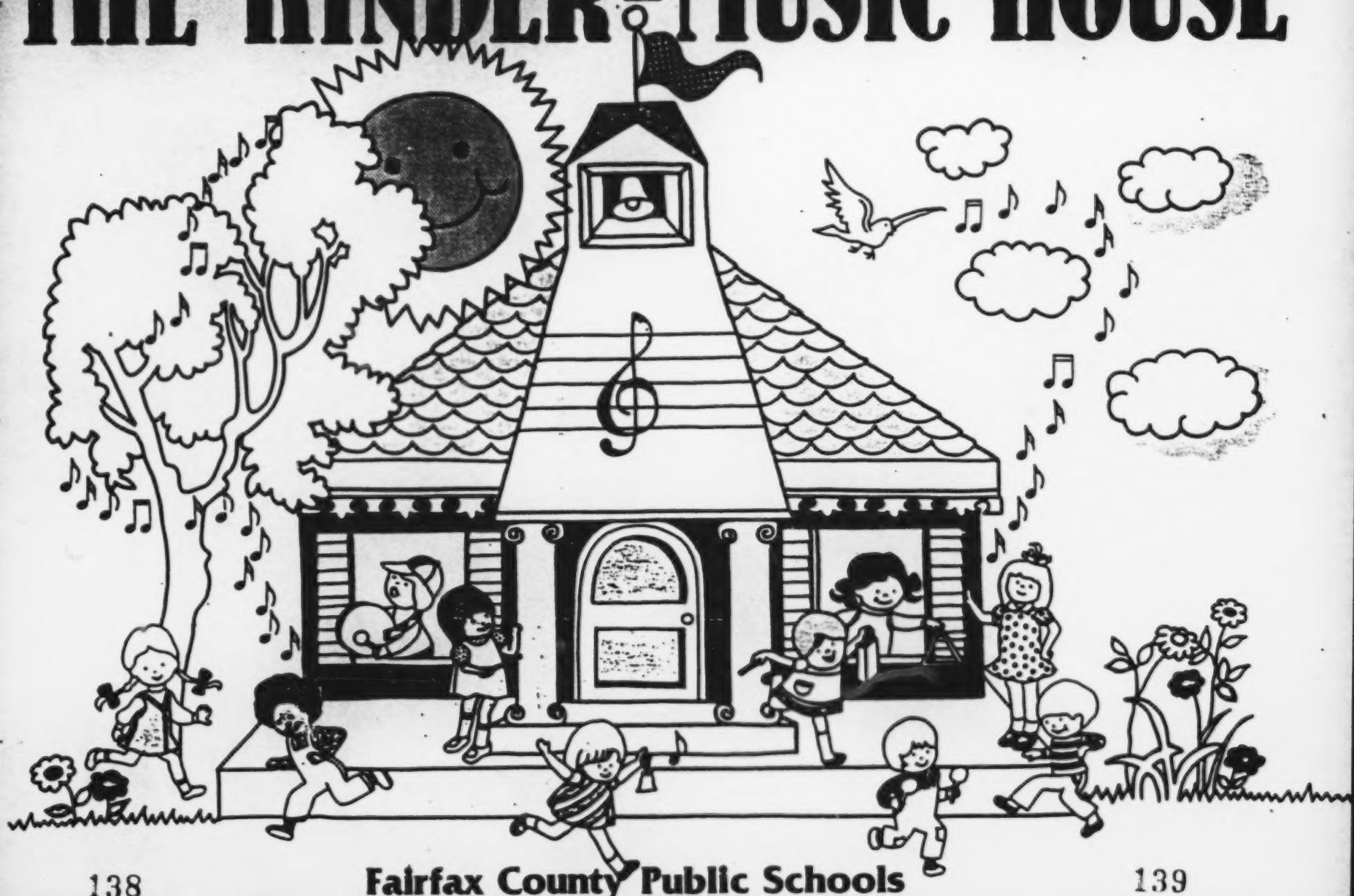
Source: Roland LeCrone, Hayfield Elementary

RECORDS AVAILABLE FOR PURCHASE

Use records available in your school library, music room or Kindermusic House record set rather than ordering additional records whenever possible.

Record Name	Vendor	Catalogue Number	Description	(1986) Cost	Movement Lesson(s) in Which Record Can Be Used
Carpet Square Activities	Kaplan Corporation 600 Jonestown Rd. Winston-Salem, NC 27103 1-800-34-2014	1 P 8431	Musical squares and other activities using carpet squares	$8.95	#1, 2, 3, 4, 6, 15, 27, 28, 33
Dance-A-Story Sing-A-Long	Educational Activities, Inc. P. O. Box 392 Freeport, NY 11520	BBR110 (record) BBC110 (cassette)	The Wooden Doll	$9.95	#13
Fables in Action	Kaplan Corporation	1 P 6241	Fables for creative dance improvisation	$8.95	#13, 16
Frosty the Snowman	Local stores (winter season)	None	Story song for creative rhythmic interpretation	under $4.00	#16
Fundamental Rhythms for the Younger Set	Kimbo Educational P.O. Box 477 Long Branch, NJ 07740	Kim 3990	Music for locomotor skills practice o walk o run o jump o gallop	$16.95	#2, 3, 5, 9, 15
Marching	Bowmar/Noble 4563 Colorado Blvd. L.A., CA 90039 or World Tone, Inc. 230 Seventh Ave. New York, NY 10011 (212) 691-1934	#127 #6155	March music Favorite American marches	$12.95 $6.50	#16

THE KINDER-MUSIC HOUSE



Introduction

THE ELEMENTARY GENERAL MUSIC PROGRAM OF FAIRFAX COUNTY PUBLIC SCHOOLS REACHES ALL THE CHILDREN IN THE ELEMENTARY SCHOOL, KINDERGARTEN THROUGH LEVEL SIX. THE KINDERGARTEN PROGRAM IS TAUGHT IN MOST CASES BY THE KINDERGARTEN TEACHER, WITH THE GENERAL MUSIC SPECIALIST SERVING AS A RESOURCE. IN MOST SCHOOLS, THE MUSIC PROGRAM FOR LEVELS ONE THROUGH SIX IS CARRIED OUT BY THE GENERAL MUSIC SPECIALIST.

THE KINDER-MUSIC HOUSE IS A GUIDE WRITTEN TO ASSIST KINDERGARTEN CLASSROOM TEACHERS IN MEETING THE OBJECTIVES OF THE KINDERGARTEN MUSIC PROGRAM OF STUDIES. THESE OBJECTIVES ARE LISTED IN A SPECIAL SECTION OF THIS GUIDE UNDER FIVE OF THE SKILL AREAS OF THE MUSIC PROGRAM AS FOLLOWS:

SINGING
PLAYING INSTRUMENTS
LISTENING
RHYTHMS AND MOVEMENT
IMPROVISATION

THE OBJECTIVES APPEAR IN THE GUIDE IN THE ORDER OF DIFFICULTY. EACH MUSIC ACTIVITY COVERS ONE OR MORE OF THESE OBJECTIVES. SOME OBJECTIVES ARE CONSIDERED ONGOING AND APPEAR FOR EVERY MONTH. OTHER OBJECTIVES BEGIN IN A PARTICULAR MONTH AND THEN CONTINUE TO BE USED THROUGHOUT THE YEAR.

ACTIVITES ARE PRESENTED, FOR EACH MONTH OF THE SCHOOL YEAR:

SEPTEMBER
OCTOBER
NOVEMBER
DECEMBER
JANUARY
FEBRUARY
MARCH
APRIL
MAY-JUNE

THIS FORMAT WAS CHOSEN TO MAKE IT POSSIBLE FOR THE KINDERGARTEN TEACHER TO IMPLEMENT THE MUSIC PROGRAM BY STARTING WITH THE SEPTEMBER ACTIVITIES AND PROCEEDING MONTH BY MONTH THROUGHOUT THE YEAR.

EASIER ACTIVITES APPEAR IN THE EARLIER SCHOOL MONTHS WITH ACTIVITIES BECOMING PROGRESSIVELY MORE DIFFICULT THROUGH THE YEAR. MUSIC ACTIVITIES ARE SEASONAL AND ALSO ENHANCE THE OTHER SUBJECT AREAS OF THE KINDERGARTEN CURRICULUM.

IN THE MONTHS OF SEPTEMBER, OCTOBER, NOVEMBER, AND DECEMBER, A SAMPLE KINDERGARTEN DAY USING MUSIC THROUGHOUT THE DAY'S SCHEDULE IS INCLUDED. EACH OF THESE MONTHS ALSO HAS INDIVIDUAL MUSIC ACTIVITIES TO BE USED BY THE TEACHER AT A SPECIAL MUSIC TIME.

IN THE MONTHS OF JANUARY, FEBRUARY, MARCH, APRIL, AND MAY-JUNE, AT LEAST ONE UNIT OF MATERIALS ABOUT A PARTICULAR SUBJECT IS INCLUDED. MUSIC, ART, MATH, SCIENCE, SOCIAL STUDIES, AND LANGUAGE ARTS ACTIVITIES ARE WOVEN TOGETHER TO EFFECTIVELY TEACH THE SUBJECT. THE UNITS ARE AS FOLLOWS:

JANUARY - SNOW AND WINTER WEATHER UNIT
FEBRUARY - VALENTINE UNIT
- CHINESE NEW YEAR UNIT
MARCH - WIND UNIT
APRIL - TRANSPORTATION UNIT
MAY-JUNE - BEASTS AND BUGS UNIT

EACH OF THESE MONTHS ALSO HAS INDIVIDUAL MUSIC ACTIVITY SECTIONS.

A SPECIAL CLASSROOM INSTRUMENT SECTION HAS A RECOMMENDED LIST OF MUSICAL INSTRUMENTS AND GIVES DIRECTIONS FOR THE PLAYING OF MUSICAL INSTRUMENTS FOUND IN THE KINDERGARTEN CLASSROOM.

A LIST OF BOOKS AND RECORDS NEEDED TO CARRY OUT THE KINDERGARTEN MUSIC PROGRAM APPEARS IMMEDIATELY AFTER THE INTRODUCTION. THOSE BOOKS AND RECORDS ARE USED AND REFERRED TO THROUGHOUT THE GUIDE.

A SPECIAL SECTION ON LETTER NOTATION IS PROVIDED FOR KINDERGARTEN TEACHERS WHO NEED ASSISTANCE WITH MUSIC READING. LETTER NOTATION IS A SIMPLE METHOD OF PLAYING EASY TUNES ON XYLOPHONES, RESONATOR BELLS, OR THE PIANO. MANY OF THE SONGS IN THE KINDER-MUSIC HOUSE ARE WRITTEN IN THIS SIMPLE NOTATION SO THAT THE TEACHER MAY BECOME FAMILIAR WITH TUNES BEFORE PRESENTING THEM TO THE CLASS. A LIST OF SONGS WRITTEN IN LETTER NOTATION APPEARS AT THE END OF THIS SECTION.

A COMPANION RECORDING OF ALL SONGS AND POEMS ACCOMPANIES THE KINDER-MUSIC HOUSE. THESE RECORDINGS WERE MADE WITH A VARIETY OF SINGING VOICES AND ACCOMPANIMENTS. MANY OF THE ACCOMPANIMENTS ARE WITH CLASSROOM INSTRUMENTS AS SUGGESTED IN THE GUIDE. AN INDEX OF RECORDED SONGS AND POEMS APPEARS AT THE END OF THE GUIDE.

FOR TEACHERS WHO WISH TO ACCOMPANY SONGS WITH AUTOHARP, GUITAR, OR PIANO, CHORDS HAVE BEEN NOTATED ABOVE THE STAFF. A GRID OF COMMON GUITAR AND BARITONE UKE CHORDS IS ALSO FURNISHED FOR QUICK REFERENCE.

THE MATERIALS FOR THE ACTIVITIES IN THE KINDER-MUSIC HOUSE WERE COLLECTED FOR THE MOST PART FROM REPRESENTATIVE FAIRFAX COUNTY PUBLIC SCHOOLS GENERAL MUSIC TEACHERS AND KINDERGARTEN TEACHERS DURING A SUMMER CURRICULUM WORKSHOP UNDER THE DIRECTION OF THE ELEMENTARY MUSIC PROGRAM SPECIALIST, LYNN ARIZZI, WHO ALSO WROTE AND PREPARED THE TEXT.

JANUARY UNIT

(A sample of lessons in the January Unit)

(the materials needed for the lesson)

(a variety of learning experiences for the activity)

SNOW AND WINTER WEATHER UNIT

Activity One - Snowflakes

Materials:

Poem: "Snow," (page 154, Music for Fun, Music for Learning)

Song: "Snowflakes Whirling"

Record: "V (a) Melodic" (V [a], Listen Move, and Dance, Vol. I)

Recite poem "Snow"

Discuss snow with children, asking questions such as:

"Is snow heavy or light?"
"What color is snow?"
"Is snow always white?"
"Does snow move?"
"What does snow feel like on your tongue?"

Have children make snowflakes and bring them to music time (see directions).

Sing "Snowflakes Whirling" while children whirl their snowflakes in the air. (Note: This is an extremely easy piece to play on the recorder. If you play recorder, improvise additional music on B, A, G, and E for the whirling of the snowflakes.)

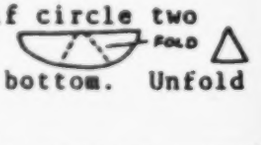
Discuss sounds snowflakes make as they whirl through the air.

Tell children that you are going to play some snowflake music. Play Listen, Move, and Dance, Vol. I, V (a). (Note: V [a] Melodic Percussion is a very short excerpt; [b] begins without a new band. Play [a] over again, if necessary for children to get the feel of moving like snowflakes. You may find the vibraphone sounds in [b] also appropriate for snow music.)

Have children stand, find their own self-spaces,* and move as snowflakes to the music, finally floating to the ground. Recite the poem "Snow" when children are lying on the ground as snowflakes.

Play a soft downward pattern (small end to large end) on a set of melody bells or resonator bells to suggest falling snowflakes while the poem is spoken.

Have a small group of children whisper a repeated pattern such as "soft snow, soft snow" or "snow falling, snow falling" as the poem is spoken.

(Note: Snowflakes are ice crystals and always have six points. The teacher may want to make an authentic snowflake out of tissue paper or newsprint. Fold a circle in half . Fold the half circle two times to make a "piece of pie" shape. 

Cut designs out of both sides and the bottom. Unfold to make a six point snowflake.)

* A self-space is an area where child has room to extend arms and legs and touch no one.

Activity Two - Creating New Verses for Songs and Painting a Mural

Materials:

"What Shall We Do When We All Go Out?" (page 17, All Year Long Songbook) (Note: "What Shall We Do When We Can't Go Out?" [Making Music Your Own, Kindergarten] is a good song for indoor playtime.)

Long strip of butcher paper and paints

Additional Snow Songs:

"Whirling Snowflakes" and "Fun in the Snow" (page 94, All Year Long Songbook)

"As I Walked Out One Holiday" (page 89, American Folk Songs for Children)

"It Painted a Mist" (page 68, same)

"Wind Blow East" (page 66, same)

Have children sing the following words to the tune of "What Shall We Do ..."

"What shall we do on a winter day, winter day, winter day

"What shall we do on a winter day, when we all go out to play?"

Ask children to create new verses.

Examples:

"Play in the snow on a winter day ..."

"Ride in a sleigh on a winter day ..."

"Skate on the pond on a winter day ..."

"Throw snowballs on a winter day ..."

"Scrape ice off the car on a winter day ..."

Tell children that some animals hibernate in winter. Sing the following verse with the children:

"Where are the animals that hibernate, hibernate, hibernate,

Where are the animals that hibernate when winter comes around?"

Ask children to create new verses.

Examples:

"Bears go to sleep in big dark caves ..."

Frogs hide in googy mud under the pond ..."

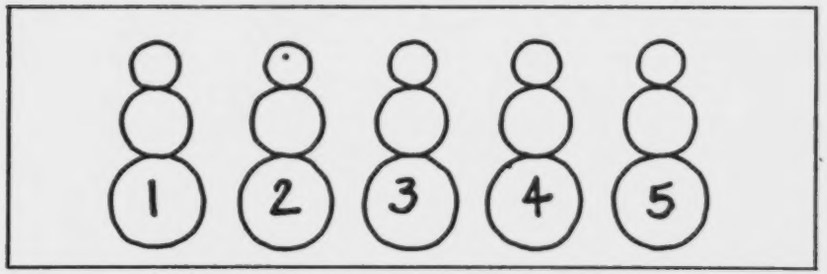
Have children draw pictures of winter activities above the ground and down below.

Activity Three - Five Snowmen

Materials:

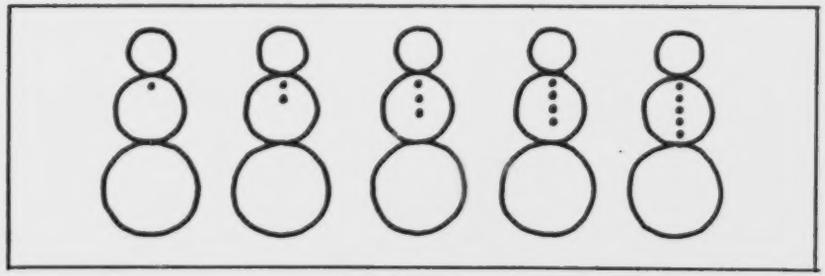
"Snowmen"
Flannel board
or
Chalkboard
Five snowmen (flannel or drawn on chalkboard)
One sun (flannel or drawn on chalkboard)
Numerals 1-5 (flannel or drawn on chalkboard)
Math work papers

1



Draw number of buttons indicated by numeral on the snowmen. Dress your snowmen.

2



Draw numeral indicating number of buttons on the snowmen. Dress your snowmen.

Place five snowmen on flannel board (or draw on chalkboard).

Ask children to count the snowmen. Choose one child to select the numeral that indicates five.

Place the numeral five over the snowmen.

Sing the "Snowmen."

Invite children to sing the song using the fingers of one hand for the five snowmen and the other hand for the sun.

Erase or take away one snowman for each verse. Have children put down one finger per verse as the snowmen melt away.

Ask children to choose the correct numeral for the number of snowmen for each verse.

Discuss with children how snow melts.

Ask children to stand up, be the snowmen, and slowly melt.

Sing the song with the following words:

"All the little men are made of snow
All the little snowmen in a row
Out came the sun and shone all day
All the little snowmen melted away."

Sing the song with children and have five children act out the roles of the snowmen and one child the role of the sun.

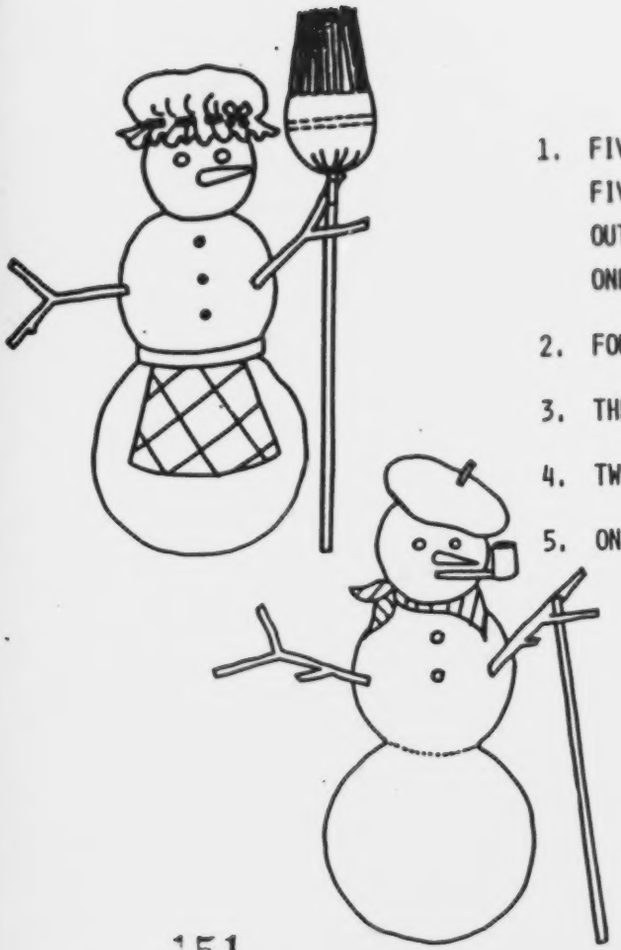
Extend the activity by singing such verses as "Five little men all made of snow... Two little snowmen melted away." Ask children how many snowmen are left.

Have children do the math work papers.

Snowmen

(TUNE: SHORTNIN' BREAD)

1. FIVE LITTLE MEN ALL MADE OF SNOW,
   FIVE LITTLE SNOWMEN IN A ROW.
   OUT CAME THE SUN AND SHONE ALL DAY,
   ONE LITTLE SNOWMAN MELTED AWAY.
2. FOUR LITTLE MEN ALL MADE OF SNOW...
3. THREE LITTLE MEN ALL MADE OF SNOW...
4. TWO LITTLE MEN ALL MADE OF SNOW...
5. ONE LITTLE MAN ALL MADE OF SNOW...



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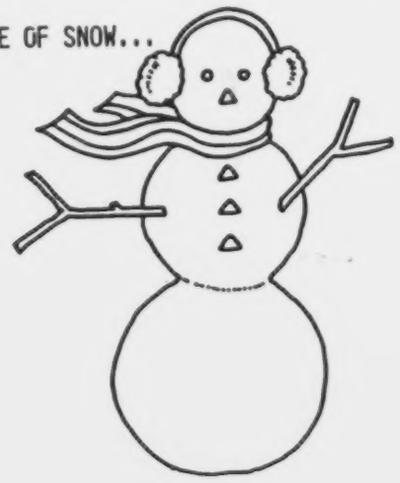


152

(the objectives that are met by teaching the activities)

JANUARY
GROUP ACTIVITY

(additional materials that can be used to enrich the unit)

Objectives	Materials	Activity	Additional Materials
ing songs with a limited range. Songs built on five different notes (pentatonic, CDE GA) are particularly suitable for beginning singers. ing a wide repertoire of songs both accompanied and unaccompanied such as action songs. xperiment with movement using different parts of the body such as the head, shoulders, feet, ears, etc.	Song: "All Around the Kitchen" (page 94, American Folk Songs for Children) Letter notation: 2/4 "All Around the Kitchen" All around the kitchen, C A | C B | A B cocky doodle doodle doo. A G# | A G# A G# | A All around the kitchen C A | C B | A B cocky doodle doodle doo, A G# | A G# A G# | A Now stop right still, A G# | A A | A Cocky doodle doodle doo. F# G# | A G# A G# | A Put your ... A G#	Chant or sing the phrase, "Cocky doodle doodle do" while patting the beat. Ask children to echo-chant, or sing, the phrase while patting the beat. Repeat until children perform the phrase with ease. Sing the phrase, "All around the kitchen, Cocky doodle doodle doo." Have children echo-sing the phrase. Repeat the phrase and have children echo the phrase again. Have children make a standing circle with you. Sing the [A] section of the song as you circle clockwise with the children. Have children follow the directions for movement on the [B] section with the teacher as leader. "Now stop right still ..." (everyone stops) "Put your hands on your hips ..." (everyone places hands on hips) "Let your right foot slip ..." (everyone places right heel in front) (Continued in next column)	Songs: "If You're Happy" (page 99, Music for Fun, Music for Learning) "Looby Loo" (page 97, same) "Punchinello" (page 100, same) "Hokey Pokey" (page 32, All Year Long Songbook) "Get Into the Game" (page 27, same) "Put Your Finger in the Air" (page 25, same) "Two Little Eyes" (page 21, same) Activity (Continued) "Then do like this ..." (leader makes a motion which everyone copies) Let children take turns being leaders.

JANUARY
GROUP ACTIVITY

Objectives	Materials	Activity	Additional Materials
Sing songs with a limited range. Songs built on five different notes (pentatonic, CDE GA) are particularly suitable for beginning singers. Sing a wide repertoire of songs both accompanied and unaccompanied. Play the steady beat or the rhythm of the words of a song or poem first with body percussion and then on basic rhythm percussion instruments. Recognize the sound of basic rhythm percussion instruments such as the drum, tambourine, triangle, and rhythm sticks.	Song: "Martin Luther King" Instruments: Drums Triangles or jingle bells Tambourines Rhythm sticks Letter notation: "Martin Luther King" 2/4 Martin Luther King, F F F G | A Martin Luther King, G G G A | B He came from Georgia, C C C | A G F Martin Luther King F F G G | F	Let the children listen to the song "Martin Luther King" as you sing it. Sing it again and have the children sing with you each time you sing the words "Martin Luther King." Sing the third time and have the children clap or pat the steady beat. By now, some children will want to sing all the words of the song with you. Divide children into four groups. Assign a different rhythm percussion instrument to each group. Every child in each group may be given the assigned instrument to play. Example: Group One - Drums Group Two - Tambourines Group Three - Triangles or jingle bells Group Four - Rhythm sticks Have a different group play the steady beat of each verse. Try performing the song by having children sing each verse followed by a different instrument group playing the steady beat while thinking the words of the entire verse.	Song: "We Shall Overcome" (page 106, All Year Long Songbook)

Books And Records For The Kindergarten Music Program

ECIN NUMBER	
	1. Song Books
9071-001-002	All Year Long Song Book - Rubin and Wathen (Scholastic Book Service)
9071-001-005	American Folk Songs for Children - Ruth Crawford Seeger (Harris)
9071-031-007	American Folk Songs for Children - Pete Seeger (Folkways Records)
9071-001-008	Ella Jenkins Song Book (Harris)
	2. Listening Records
9071-061-005	Animals and Circus (Bowmar)
9071-061-003	Pictures and Patterns (Bowmar)
9071-061-004	Nature and Make Believe (Bowmar)
9071-061-002	Marches (Bowmar)
9071-061-001	Stories in Ballet and Opera (Bowmar)
9071-031-009	Castle in My City (Educational Activities) Record
9071-031-008	Castle in My City (Educational Activities) Book
9071-061-011	Rhythms of the World - Langston Hughes (Folkways Records)
	3. Movement Education Books
9071-001-007	Singing and Dancing Games for the Very Young (Lyons)
9071-001-006	Music, Movement, and Mime (Harris)

4. Movement Education Records

9071-061-006 Movin' - Hap Palmer (Educational Activities)
9071-061-007 The Feel of Music - Hap Palmer (Educational Activities)
9071-031-002 Pretend - Hap Palmer (Educational Activities)
9071-061-008 Listen, Move, and Dance, Volume I - Vera Gray (Lyons)
9071-061-009 Listen, Move, and Dance, Volume II - Vera Gray (Lyons)
9071-031-006 Rainy Day Record - Buzz Glass (Educational Activities)

5. Supplementary Song Records

9071-031-004 You'll Sing a Song and I'll Sing a Song - Ella Jenkins (Folkways Records)
9071-031-003 Little Johnny Brown - Ella Jenkins (Scholastic Book Service)
9071-021-001 Small Voice, Big Voice - Dick Louise and Jed (Folkways Records)
9071-011-003 Abiyoyo and Other Song Stories for Children (Folkways Records)

6. Books and Records to Correlate With Other Areas of the Curriculum

9071-011-001 Learning Basic Skills Through Music, Volume I - Hap Palmer (Educational Activities)
9071-011-002 Getting to Know Myself - Hap Palmer (Educational Activities)
9071-041-002 We All Live Together, Volume I - Millang and Scelsa (Lyons)
9071-041-003 We All Live Together, Volume II - Millang and Scelsa (Lyons)
9071-041-004 We All Live Together, Volume III - Millang and Scelsa (Lyons)
9071-041-005 We All Live Together, Volune IV - Millang and Scelsa (Lyons)

7. Records Using Instruments

9071-041-001 Homemade Band - Hap Palmer (Educational Activities)

9071-031-001 Play Your Instruments and Make a Pretty Sound - Ella Jenkins (Folkways)

9071-061-010 Rocking Rhythm Band - Gallina (Educational Activities)

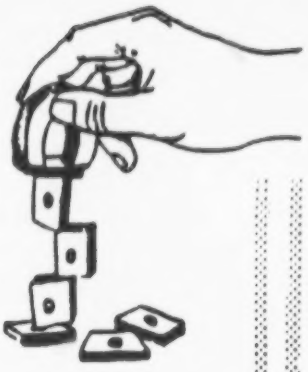
8. Resource Books

9071-001-003 Music for Fun, Music for Learning - Lois Birkenshaw (Holt, Rinehart, and Winston)

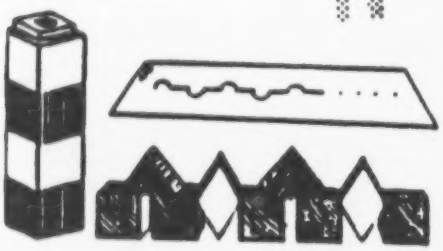
9071-001-004 Music in Early Childhood (Music Educators National Conference)

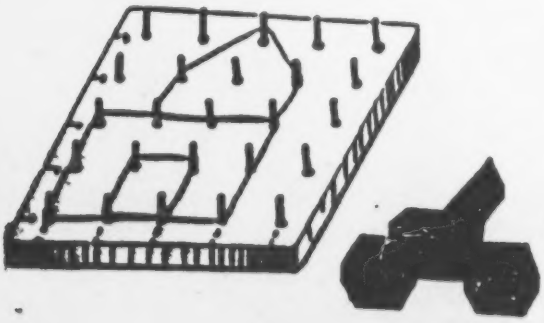
MATHEMATICS/SCIENCE STRAND

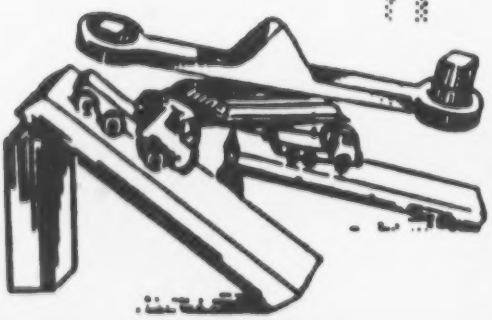
DRAFT



Kindergarten Mathematics and Science







INTRODUCTION

This guide is designed to help teachers implement the Fairfax County Mathematics and Science Program at the Kindergarten level. It contains the Program of Studies objectives and cites appropriate activities to develop the objectives. The activities are intended to help children develop an understanding of concepts that are basic to mathematics and science.

The time line below lists the order in which topics should be taught and the length of time to be spent on each. It is important to move from one topic to another at the scheduled times, even if all the activities have not been introduced, so that all topics are taught during the year.

September	October	November-December	January-February	February-March	April-May-June
Free Exploration	Sorting & Classifying	Number Concepts	Patterns	Comparing	Number Experiments

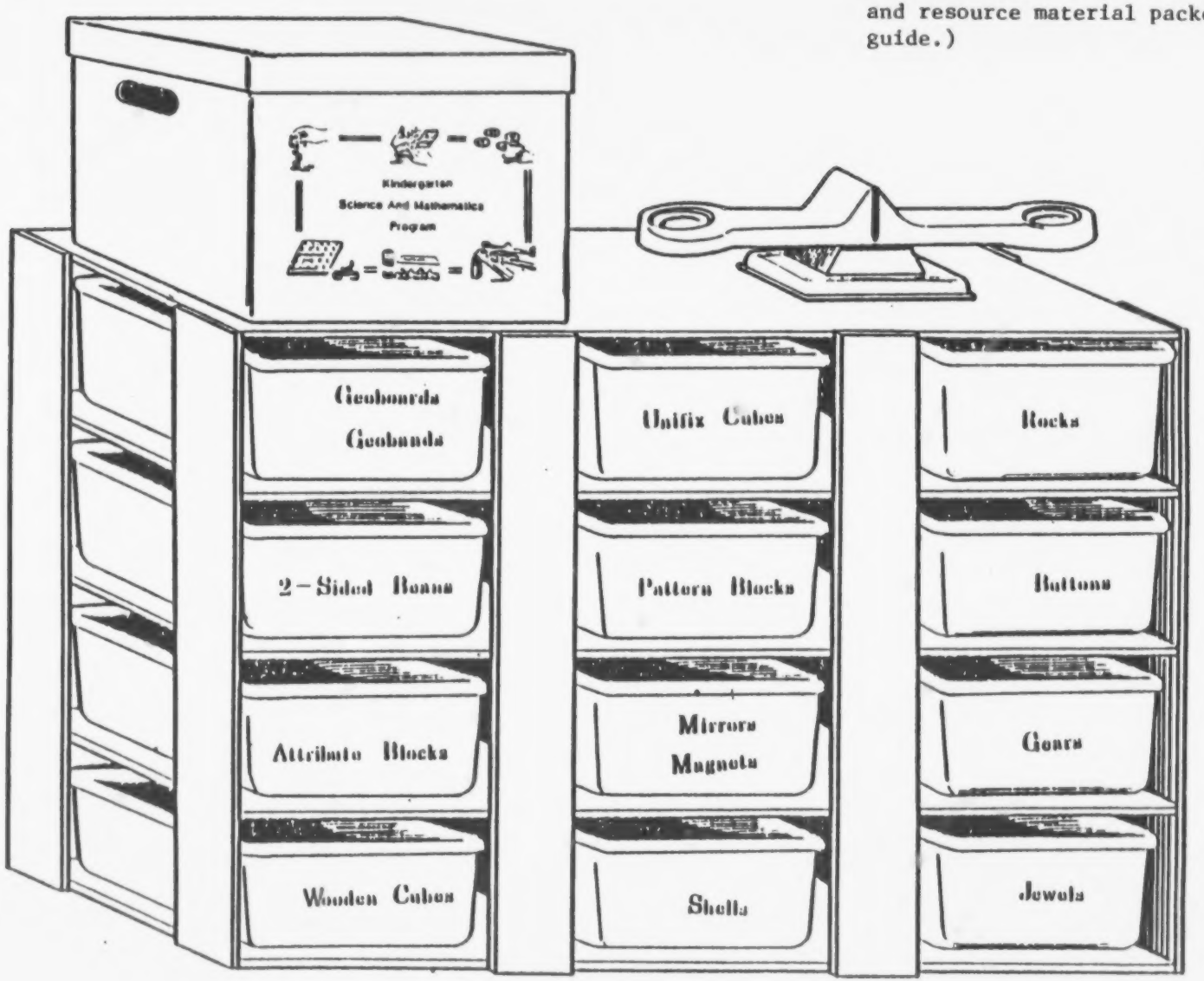
Materials

The following physical materials are necessary to carry out the program and are available through Supply Services.

Item	Number Needed	FCIN Number
Attribute Blocks	1 set	3813-305-010
Balance, Delta Primary	1	3813-307-013
Feely Bag	1	3813-306-012
Gears	1 set	3813-317-023
Geobands	300	3813-308-202
Geoboards	12	3813-308-303
Magnets	1 set	3813-322-030
Mathematics Their Way	1 copy	9301-001-001
Mirrors	12	3813-324-130
Pattern Block Act. Cards	1 set	3813-326-021
Pattern Blocks	3 sets	3813-325-031
Shells	48	3813-335-041
Tote Tray	1	3813-556-458
Unifix Cubes	300	3813-313-018
Wood Construction Set	2 sets	3813-313-019
Wooden Cubes	150	3813-313-020

(Math-science materials are purchased in Fairfax County through the Office of Supply Services.)

(Each teacher is provided with a wooden storage unit, twelve plastic tubs, manipulative materials, a cardboard file box, six unit guides, and resource material packets for each guide.)



(The wooden storage unit is manufactured in Fairfax County for $25.00.)

(SAMPLE FROM UNIT I: FREE EXPLORATION)

ACTIVITY 2: INTRODUCING THE PATTERN BLOCKS (MATHEMATICS THEIR WAY, pages 2-8)

(WEEK 1)

Recommended Group Size

Entire class (followed by independent investigation)

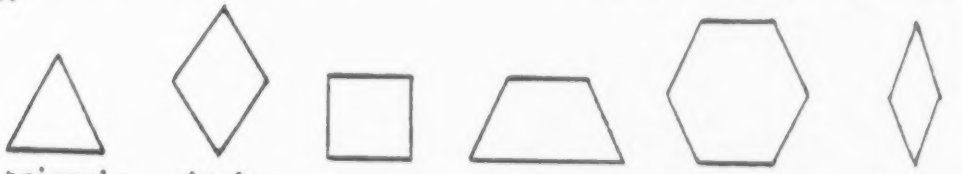
Activity Description

Entire Class

Review the rules for using materials. Then introduce the pattern blocks, having children help you take them from the storage area. Distribute one block to each child and have many children each describe the block that he or she is holding. Encourage them to talk about shape, color, number of sides, number of corners. As they describe their blocks, you might:

- Ask all children who have blocks like the one being described to hold them above their heads.
- Have each child look for something in the room that is the same color as his or her block.
- Have each child look for something in the room that is about the same shape as his or her block.

Below are pictures of the blocks. Do not expect children to learn their names.



Independent Investigation

Place the pattern blocks and Unifix cubes out as two of the choices of activities for independent exploration.
When children have completed their independent exploration activities, have them put away the materials.
After pattern blocks have been offered as a choice for several weeks, pattern block cards can be placed in the tubs along with the blocks. Children build designs directly on top of the cards.

Enrichment

For a challenge, have children build a design beside the card rather than directly on top of it.

(SAMPLE FROM UNIT II: SORTING AND CLASSIFYING)

ACTIVITY 13: SORTING FOUR-SIDED FIGURES ON GEOBOARDS*

(WEEK 4)

(Printed materials are included in each unit's resource packets.)

Recommended Group Size

Small group (four to six)

Materials

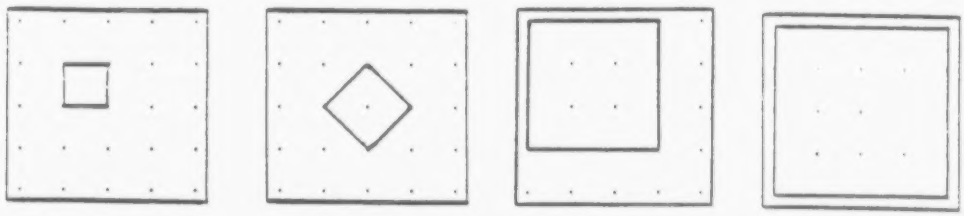
Geoboards
Rubber bands
Dot paper

Activity Description

Children make four-sided figures on their geoboards. They should concentrate on rectangles and squares, realizing they are special four-sided figures.

To begin, ask children to make a four-sided figure. Explain that four-sided figures are called quadrilaterals. Have children compare their quadrilaterals, discussing similarities and differences.

Ask children to make squares on the geoboards. Have them order the squares by size, discussing similarities and differences. For example:



Make sure children realize that squares have sides that are the same length and are special rectangles.

Make a rectangle on a geoboard and ask children to compare it to a square. Help them recognize that the two opposite sides are the same length. Let each child make a rectangle on the geoboard.

Finally, ask each child to make a quadrilateral. It could be a square, a rectangle, or any other four-sided figure. As an optional activity you can copy a figure for them onto dot paper and let them color it in. Pictures can be collected and used for sorting activities in a learning center.

*Children not working with the teacher select learning center activities.

(SAMPLE FROM UNIT III: NUMBER CONCEPTS)

ACTIVITY 3: CONSERVATION OF NUMBER, PART I

(Week 1)

Recommended Group Size

Small groups

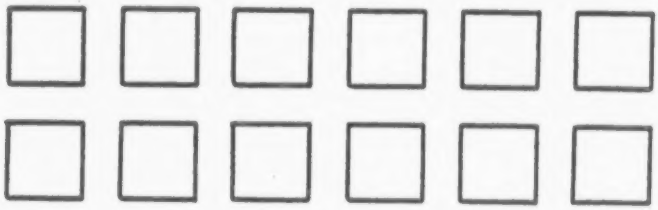
Materials

Wooden cubes

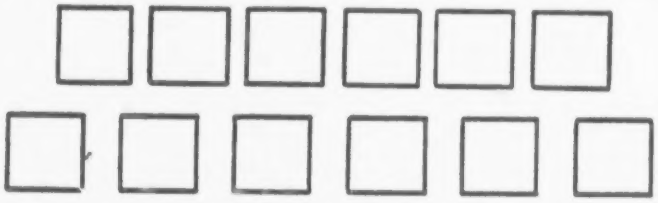
Activity Description

This activity has the dual purpose of assessing and teaching readiness for number activities. As you work with individual children, adapt the number of cubes to the child's responses, but be sure to use a large enough quantity so that the child can not readily count the cubes.

Introduce the activity by placing six cubes in each of two rows. Line up the rows so that there is a one-to-one correspondence between rows.



Ask the child if there is the same number, or amount, of cubes in each row. The child should respond without counting the cubes. Help the child match the cubes one-to-one if necessary. Tell the children to watch closely, then spread out the cubes in one of the rows so that the rows no longer appear to have one-to-one correspondence.



Ask a child if the rows still have the same number, or amount, of cubes. If the child says that they do not, have him point to the row he thinks has more. Any child who does not state that the rows still have the same number of cubes should line up the cubes so that there is again an obvious one-to-one correspondence between the rows. Do not count cubes with the child; remember that the purpose of this activity is to lead children to accept that changing the arrangement does not change the quantity.

(SAMPLE FROM UNIT IV: PATTERNS)

ACTIVITY 4: PATTERNS WITH THE JUNK

(WEEK 1)

Recommended Group Size

Small groups (four to six children)

Materials

Items from the junk collection
Work spaces
Card stock or construction paper, pencil and crayons (optional)

Activity Description

This is a small group extension of Activity 2. Children use items from the junk collection to create patterns.
A suggested procedure follows:

1. Select one item for the group to work with, perhaps shells.

2. Encourage children to examine the objects and then think of a way the objects could be arranged in patterns. For example:

3. As you and the children create and extend patterns, be sure to:
   a. Have children read and/or describe the patterns.
   b. Identify the portion of a pattern that is repeated.

Enrichment

On a piece of construction paper or card stock, help children either trace or draw patterns they create with their junk collections. These cards can be placed on a tray, along with the junk container, and made available for children to use at a learning center.

(SAMPLE FROM UNIT V: COMPARING)

ACTIVITY 6: MEASURING STRINGS (MATHEMATICS THEIR WAY, PAGE 135)

(WEEK 2)

Recommended Group Size

Small group (four to six)

Materials

Six objects marked along one edge with a length of masking tape and a letter A through F (examples of objects: a book, a box, a chalkboard eraser)
Six pieces of string matched in length to the objects above (attached to each string should be a piece of masking tape marked with a colored dot)
Copies of Measuring With Strings Worksheet - one per student

Activity Description

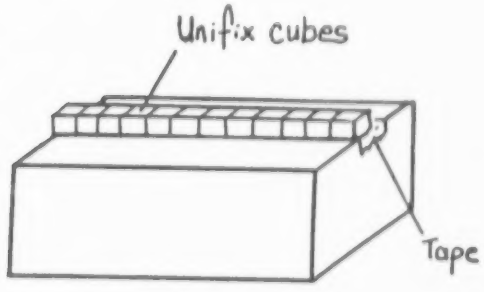
Children choose a string and match it to the corresponding edge of an object that is marked with tape. On the record sheet, they find the letter that matches the letter of the object. They color the dot on the paper the same color as the dot on the string's tag.

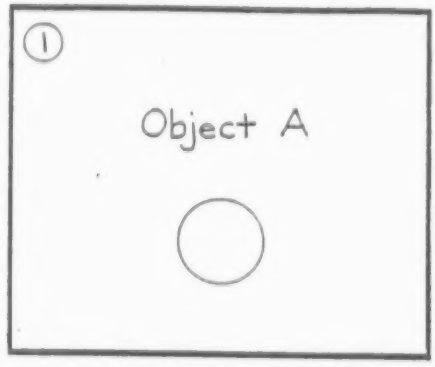
You might let each child in the small group select an object and find the appropriate string. Help children complete the record form.

The strings and items can be changed and the activity placed in a learning center.

Enrichment Activity

Children can measure the length of the marked edges with Unifix cubes. The number of Unifix cubes can be written on the circles and the word "cubes" added. For example:





(SAMPLE FROM UNIT VI: NUMBER EXPERIMENTS)

ACTIVITY 12: THE HAND GAME
(MATHEMATICS THEIR WAY, PAGES 180-181)

WEEK 4

Recommended Group Size

Small groups, as other children work at number learning stations

Materials Needed

Number learning stations for children not in small group
Unifix cubes or other small material
Paper
Hand Game record sheets

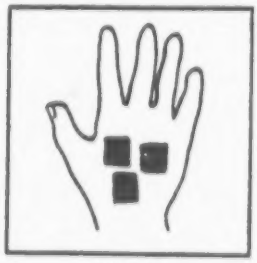
Activity Description

Children play the hand game and then make a record of one or more of their hand game experiments. The game works this way.

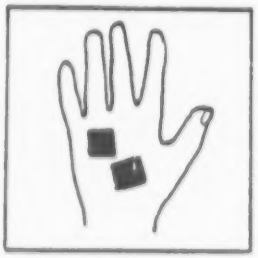
1. You decide the number the group will work on for the day. (The number may be 3, 4, 5, or 6, depending upon level of children's understanding.)

2. Each child takes the designated number of counters and distributes some (or all) in one hand and some (or none) in the other.

3. Children take turns going around the table, having other children read the number in each hand. CHILDREN DO NOT READ THEIR OWN HANDS. A child opens one hand and children state the number of counters they see. Children say "and;" child opens other hand. Children state number in second hand. For example:



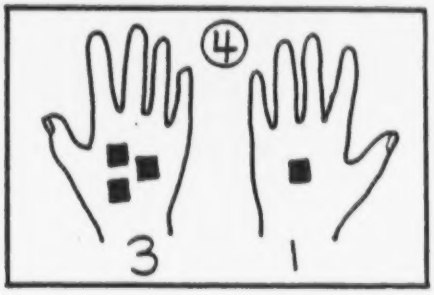
three and



two

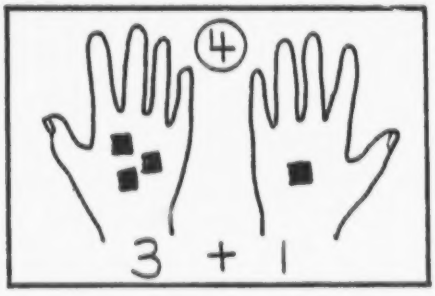
The record keeping may vary depending upon children's understanding.

Simplest level:



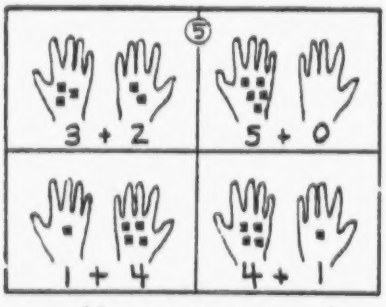
Children trace around their hands then paste representations of counters in each hand. They either write the number represented in each hand, or paste cards stating those numbers beneath the pictures of the hands.

More difficult level:

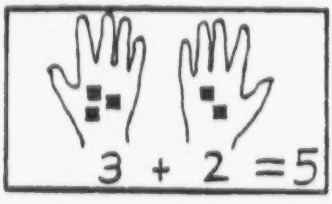


Children trace around their hands, paste representations of counters in each hand, and write the number statement beneath the hands.

Enrichment level:



Children move to a smaller record keeping form, recording several experiments with the same number on the same page. They may also be shown how to write the complete number sentence.



(It is recommended that experiences with counting, graphing, and story problems be included throughout the year. Suggestions are given in each unit's Counting, Graphing, and Story Problem Activities section.)

COUNTING, GRAPHING, AND STORY PROBLEM ACTIVITIES

Unit IV: Sorting and Classifying

1. Counting Activities

Children should now be comfortable counting forward to ten. In these suggested activities, children count forward to a given number, then back. They might begin counting to three and back: "One, two, three; three, two, one." When they are comfortable going forward to three and back, they might count forward to four and back. Numbers may be added as children are comfortable with the present number.

a. Xylophone Game

As you play three ascending notes on the xylophone, have children count "one, two, three." Play the same notes descending and have children count "three, two, one."

b. Snap and Clap

Have children count forward as they clap: "One, two, three." Have them count back as they snap: "Three, two, one."

c. Stand and Kneel

Have children stand as they count: "One, two, three." Have them kneel as they count: "Three, two, one."

2. Graphing Activities

a. Real Graph: "What Kind of Toothpaste Do You Use?" (Mathematics Their Way, page 150)

You will need to plan in advance for this activity since you need a toothpaste box from each child. As children bring the boxes in, write the child's name on the box with a marker. When you have enough (about 12) to begin the graph, divide a piece of construction paper or tagboard into as many columns as you have different kinds of toothpaste. Name the graph at the top and make the columns as wide as the boxes are long, each column representing a different brand of toothpaste. You may also want to draw in rows to make a neater graph. Glue toothpaste boxes in appropriate columns. Talk about the graph as it is being made and when it is completed. ("Which toothpaste has the most? Which has the least? How many more does the most have than next largest number? Smallest? How many less?")

b. Symbolic Graph: "Chocolate, Vanilla, or Strawberry Ice Cream?" (Mathematics Their Way, page 153)
Label a graph with pictures/drawings of a chocolate, vanilla, and strawberry ice cream cone. Different or additional flavors can be used if desired. Let each child place a square of paper or a small cone by favorite flavor. The paper or cone could be color coded to flavor. After completing the graph, compare and discuss the results.

3. **Story Problems**

Let children enact story problems using props. Use names of children in your class.

The problems in this section review joining and separating situations and focus on groups of equal size. You can tell the stories and ask children to "perform" them. You can also write them down and place them in a story box from which stories may be drawn several times a week.

Following are some suggested story problems:

Jill, Ezra, and Tadji each had three grapes. How many grapes did they have in all?

Four snowmen were lined up in a row. Each snowman had two eyes. How many eyes were there in all?

Nija, Fred, and Lisa made leaf pictures. Nija and Fred each used two leaves. Lisa used three leaves. How many leaves did they use altogether?

Tyrone found three acorns. Susan found four. How many did they find altogether?

There were seven marbles in a jar. Three of them were brown. The others were green. How many were green?

Robby had ten coins. Did he have more pennies or nickels? (There is not enough information to answer the question.)

Enrichment Activity

Let children make up story problems and have the aide write them down. "Publish" a book of student problems and use them with the class.

(The Science Corner Idea section in each unit gives background information and suggested activities to meet physical science objectives.)

SCIENCE CORNER IDEA: MAGNETS

Unit IV: Sorting and Classifying

Background Information

While magnetic attraction cannot be seen or felt, its effect can be studied. Kindergarten students are quite capable of accepting the reality of this invisible force as they investigate the observable characteristics of magnets.

Each activity described in this section is designed to help children focus on a specific property of magnets. Basic concepts related to magnetism are developed through a series of teacher-guided hands-on experiences. The activities offer students many opportunities to observe and describe the interaction of various materials with magnets.

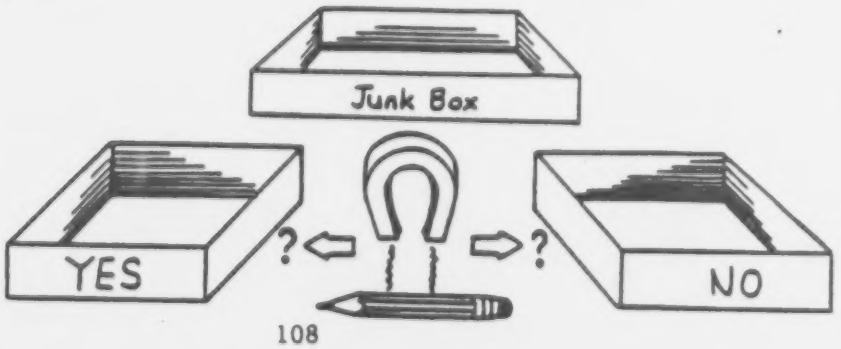
While working with magnets, children will have opportunities to develop skills related to sorting and classifying, counting, comparing, estimating, predicting, drawing conclusions, and recording. Concept emphasis will include the following : (1) Magnets pull some things, but not others; (2) magnets can be of different shapes; (3) magnets can attract objects through some materials and not others; (4) most magnets are strongest in two areas; (5) a magnet can be used to magnetize some metals; (6) magnets can attract or repel other magnets; (7) magnets can be used to indicate direction; and (8) magnets have many practical uses in the home and classroom.

Activities to Encourage

1. Magnetic Attraction

The children will need several magnets and a junk box of assorted items to determine what kinds of materials a magnet attracts. Examples are keys, paper clips, pennies, brass fasteners, rubber bands, buttons, clothespins, wooden spools, screws, pencils, erasers, scissors, soap, washers, cork, paper, scraps of cloth, crayons, tacks, marbles, sponge, unifix cubes, pattern blocks, aluminum foil, plastic wrap, and string. The objects in the junk box should be sorted into two groups--those attracted by a magnet, and those not attracted by a magnet. After adequate experimentation, the children will be able to see similarities in the objects the magnet attracts.

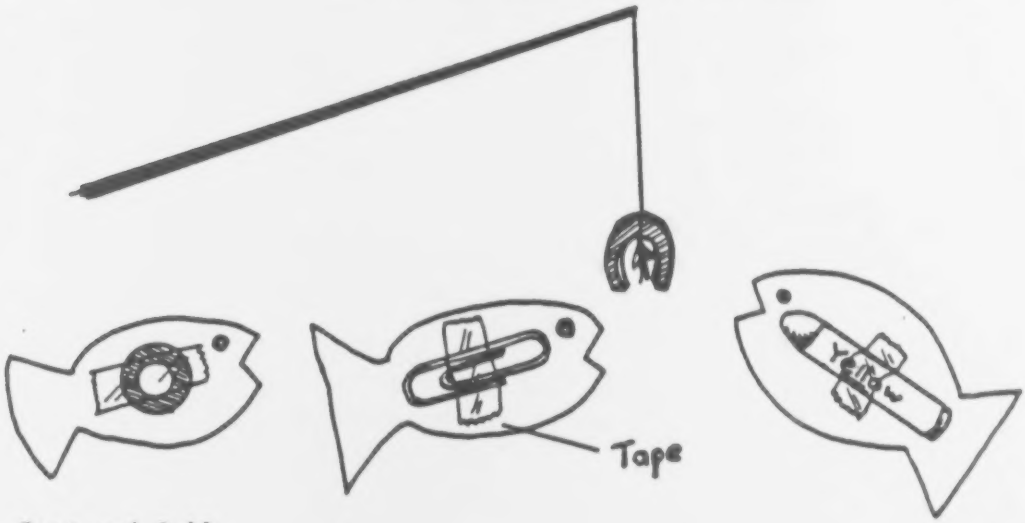
Place two boxes on the science table and label them "Yes" and "No." Have the children test each object from the junk box with a magnet. Objects that are attracted by a magnet should be placed in the "Yes" box. Objects which are not attracted by a magnet should be placed in the "No" box.



When the children have tested all of the objects, encourage them to look for similarities among the objects in the "Yes" box. Then ask them how the objects in the "No" box are similar.

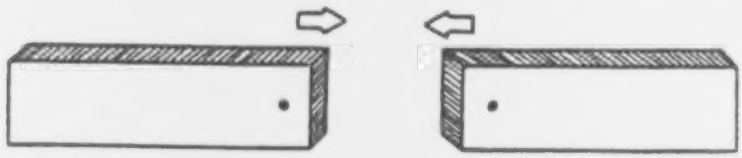
Most children will notice that all of the objects in the "Yes" box are made of metal. The children may wonder why there are some metal objects in the "No" box. Have them retest these items. Explain that magnets do not pick up all metal objects, but primarily those that are made of steel or those that contain iron.

A fun activity also relating to magnetic attraction is the fishing game. Using construction paper make a set of ten fish. Attach to the head of each fish an item such as a washer, magnet, piece of tape, crayon, cloth, clothespin, eraser, bobby pin, or paper clip. Allow the children to go fishing with a magnet on a string. However, before they begin the game, ask each child to predict which fish can be caught. The children's predictions will indicate whether they have remembered which items are attracted by magnets.



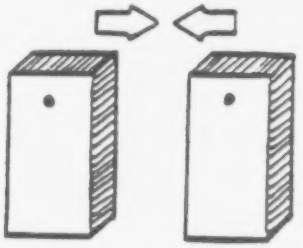
2. Push and Pull

To experience the phenomenum of magnet attraction and repulsion, children should slowly push one bar magnet towards another.

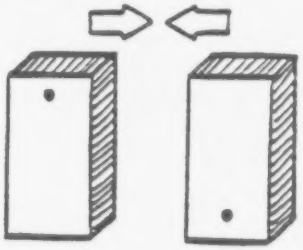


Ask them what happens? Let them do it several times. Have the children turn one magnet around and push the opposite end toward the other magnet. Ask what happens this time?

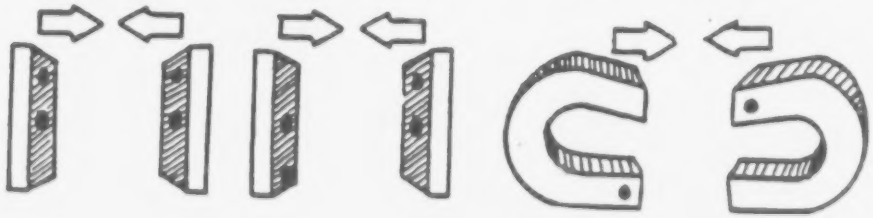
Children should now stand the two bar magnets on end and slowly push one magnet next to the other. Ask what happens?



Have them turn one magnet around and slowly push it towards the other magnet. Ask them what happens this time?



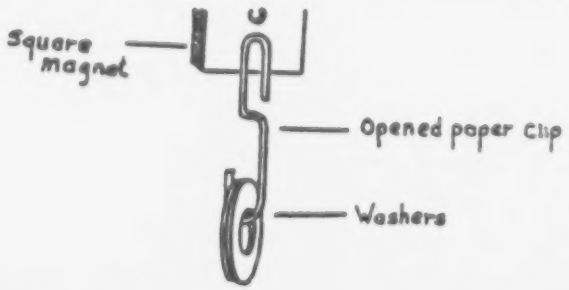
Direct children to push two square magnets together and then they should turn one square over and slowly push them together. Ask what happens? Have them try the same thing using a horseshoe.



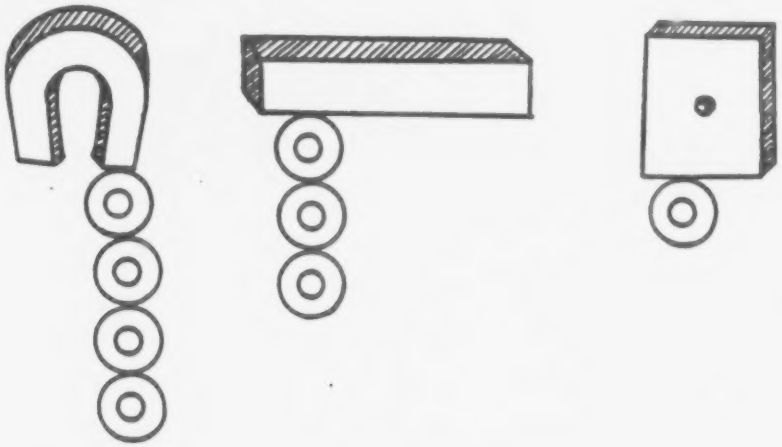
3. How Strong?

Children can compare the strengths of magnets by measuring their pull power. If students have difficulty in establishing a procedure for measuring pull power, you may wish to suggest one of the following methods.

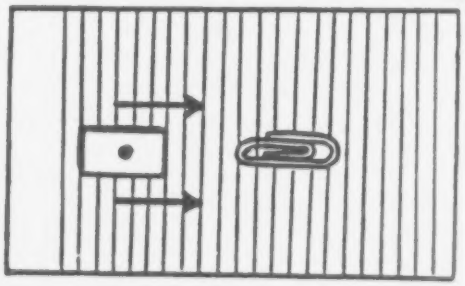
Pull power can be measured by counting the number of washers a magnet can hold.



A second method that can be used to measure the strength of a magnet is to count the number of small washers that can be held end to end in a column by a magnet.



The strength of a magnet can also be measured by finding how far the magnet's attractive force will travel. To measure this distance, place a washer at the bottom of a piece of ruled paper and a magnet at the top. Slowly move the magnet toward the washer. Determine the distance (number of lines) between the two objects at the moment the washer begins to move.



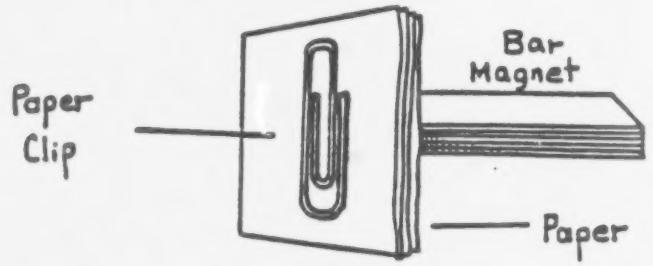
Magnets that can attract a washer from a sizable distance are stronger than those that must be moved closer to the washer before being attracted.

Possible questions to ask include:

"Which magnet is the strongest?"
"Are all of the square magnets of equal strength?"
"Are the two bar magnets equal in strength?"
"How did you test the strength of the magnet?"
Do magnets have certain places that are stronger than others?
Does a magnet have pull power over all of its surface?"
"Are large magnets stronger than small magnets?"

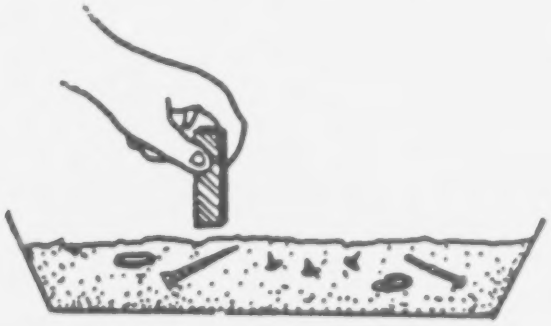
4. Passing Through

Show a small group of children how to measure a magnet's strength using pieces of thin paper placed between the magnet and a paper clip.

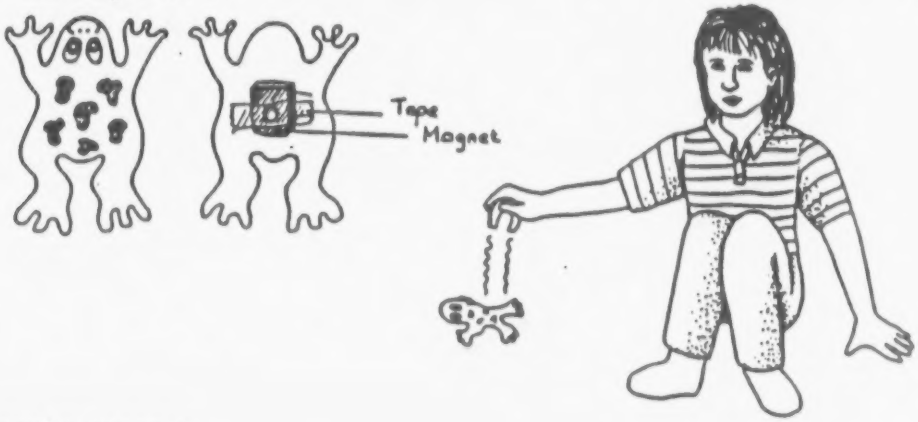


After the children have become accustomed to testing magnets this way, challenge them to find and place other items between the magnet and paper clip. Children might try a sweater box lid, a book, a sheet of cardboard, etc. Encourage the children to try a variety of thicknesses of cardboard. If you have several flat pieces of different materials on the table, they will continue to experiment. By making choices and trying them out, the children are actually predicting and experimenting to test their predictions.

Place in a sand box (just under the surface) several items, such as washers, paper clips, and bobby pins. Ask the children if they can locate the items without touching the sand. (Ask students if they have seen people at the beach with metal detectors. Explain that these people are using a large magnet to find jewelry and coins that people loose in the sand or valuable items that the ocean washes up with the waves.)



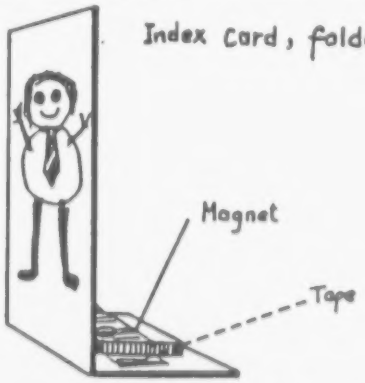
Children will enjoy making a magnetic frog. Supply each child with an index card, scissors, and crayons. After they have cut out and colored their frogs, give the children a square magnet to tape to the frog's stomach. By holding a magnet over the frog, children can make it jump. "See how high you can make your frog jump. Whose frog can jump the highest?"



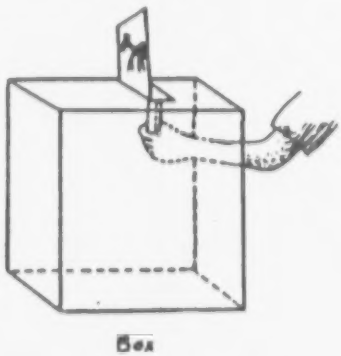
5. Magnetic Theater

Once children discover that a magnetic force can travel through a variety of materials, they enjoy constructing a magnetic theater. Children readily create their own characters and dialogue.

Characters for the theater can be made from folded index cards, with a square magnet taped to the bottom of each character.



Place the magnetic characters on top of a cardboard box. Each figure is moved by a magnet under the stage.



(Each unit contains a Learning Centers Chart which lists specific activities that can be organized as learning centers.)

LEARNING CENTER ACTIVITIES
Unit IV: Sorting and Classifying

Activity Name	Junk Box Sorting	Name Hop Sorting	Attribute Block Lotto	Geoboard Paths	Sorting Letters of the Alphabet	Geoboard Arrow Games
	Activity 1	Activity 7	Activity 12	Activity 14	Activity 18	Activity 20
Materials Needed	Junk boxes and cards created during small-group work One tub for each junk box collection	Name cards for each child Name hop sorting cards	Attribute blocks A-block lotto cards A-block number cubes (made for Activity 5)	Geoboards Red and green Unifix cubes Rubber bands Dot paper	Alphabet and number cards Alphabet sorting cards Dot paper	Geoboards Arrow game cards Rubber bands
Activity Description	Children sort the junk according to the descriptions on the cards. They will need help reading the cards--either from each other or from an adult assistant.	Children sort names, according to the number of syllables in a name.	Children toss cubes, name piece, and take it if it appears on their board. First child to fill board is the winner.	Children place green and red cubes on two corners of their geoboards, then find a path between the two. With assistance, they sketch the paths.	Children sort letters of the alphabet according to whether they have straight lines, curved lines, or both.	Children build paths on their geoboards, following the directions on the cards.

*These activities, once introduced by the teacher, can be organized on trays or in tubs available to children during times of day when they have a choice of activities

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